

## SUMMER DIARY

Gerald Haigh mixes Methodist churches with Asian dance and an American museum

## Moving to cultural rhythms



East meets West in Birmingham: Nahid Siddiqui leads a Kathak dance class

I suspect that, deep down, one of my reasons for not having been much to the city of Bath lies in the problem of its pronunciation. If you possess, as I do, the northern tongue, then the common noun "bath" has a short "a". Usually this causes no problem. To go about speaking of "Bath" in the same way, though, sounds strangely uncouth. It is, I suppose, like pronouncing Lyons, in France, as if it were a tea-house. The solution to the Northern Bath Dilemma is probably to treat it as a foreign place name with its own pronunciation independent of the common noun. Which is all very well except, first, I have actual physical difficulty in saying "Bath", and, second, if I told my Dad I had been on holiday to Bath, he would give me an even more old-fashioned look than usual.

However, that place on the Fosse Way turned out to be satisfying in every way, except for a terminal case of traffic strangulation. There was so much of interest, too, in nearby places. Perhaps the most satisfying cathedral visit I have ever made was to Wells mainly, I suspect, because its spiritual presence easily survives the shuffle of tourists. Despite the season, I found myself sitting for a few moments in the great circular Chapter House absolutely alone.

In complete and moving contrast to Wells was a little church I discovered buried in the middle of a brutal shopping precinct in Bristol. The New Room is the oldest Methodist church in the world, built by John Wesley in 1739 as a meeting place for his growing band of followers. It is a quiet, cool place of wooden benches and plain walls, full of simple dignity and the sense of passing years. Upstairs are the rooms which Wesley and his family used, and the window from which he could watch neophyte preachers at work in the chapel below. It is a deeply educative place, simply to sit in it and look around is to understand something of the statement which Methodism was making about religion and the Established Church.

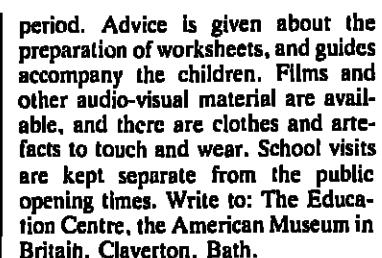
The New Room is in the Horsefair, Bristol, and it is open to visitors every day except Wednesday and Sunday. School parties are welcome and I

recommend it as a quiet, thoughtful and educational alternative to some of the more well-known attractions.

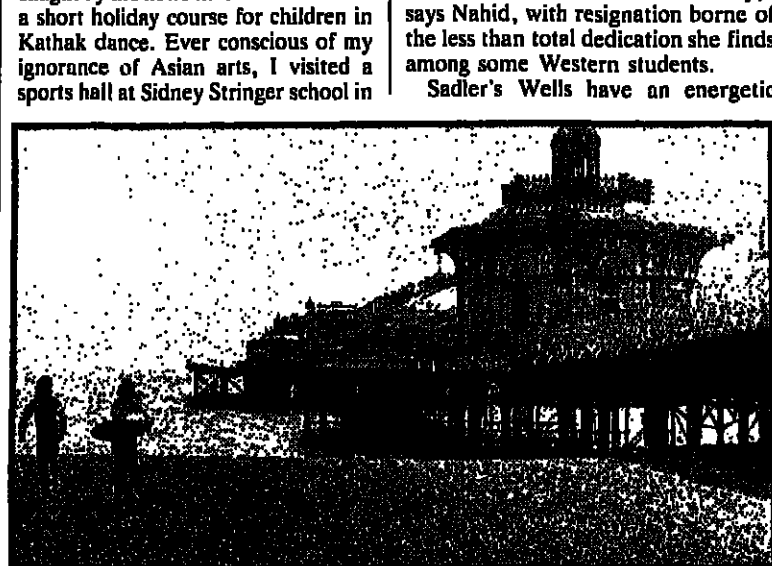
On the edge of Bath, the teacher in me soon nosed out Claverton Manor, the American Museum in Britain. Founded by Americans anxious to promote knowledge of their history, Claverton Manor, in a beautiful landscaped setting, contains many rooms panelled, furnished and equipped with original materials from pre-Civil War America, as well as displays on the opening of the West, the American Indian, and a reproduction of an 18th-century Massachusetts tavern.

I talked with Dr John Huitson, director of education, a man with a deep understanding of how museums should be used for learning. You are not likely to see at Claverton, as at some other museums, school parties hurrying past the exhibits intent only on reaching the gift shop.

"We prefer teachers to get in touch with us, and we organize something to suit," commented Dr Huitson. A tour of the whole museum, for instance, is recommended only for sixth forms, while it is suggested that younger children concentrate on a topic or



Brighton's West Pier: an example of rusting Victorian elegance



Brighton's West Pier: an example of rusting Victorian elegance

Coventry, and discovered Indu Aggarwal teaching some basic steps to an eager gaggle of Coventry kids. Mrs Aggarwal aims to spread knowledge of this highly disciplined Indian classical art and to try to get Coventry to fund a teaching programme.

Over in Birmingham, I found an example of what can be done. Birmingham Hippodrome is the second home of Sadler's Wells Royal Ballet, and this summer the ballet has run a one week multicultural dance scheme for children of 9 to 13. Kathak figured

in this too, and I watched Nahid Siddiqui, a leading Kathak dancer, demonstrating some of the deceptively simple-looking and hypnotically graceful hand movements.

To talk to a committed dancer like Nahid - she returns to India or Pakistan each year to "top up" her skills and mental disciplines - is to realize that Kathak, like other classical Indian forms, is at least as demanding as Western ballet. "It is not a hobby," says Nahid, with resignation borne of the less than total dedication she finds among some Western students.

Sadler's Wells have an energetic

courses on one day workshops. "The problem is getting it taken seriously," said Agnes Meadows, acting director of the Academy of Indian Dance, in London. The Academy, funded by the ILEA and other London authorities, runs courses and provides information about classical Indian dance.

Perhaps in time we will see other classical traditions standing side by side with Western ballet within our culture and educational system. Meanwhile, what Nahid Siddiqui does is intensely beautiful. Teachers who want to know more, or who want to see Indian dance ought to write to the Academy at 16 Flaxman Terrace, London W1H 9AT.

And so, briefly, to Brighton, the pronunciation of which gives me no trouble. The saddest thing about Brighton is the way that its Regency character has been destroyed. Still, there are nice things, such as the project to restore the rusting West Pier, which is a magnificent example of Victorian engineering, topped by the decaying shells of two beautifully eccentric pavilions.

The Preservation Group, looking askance at the unashamed wall-to-wall candy floss and slot machine policy of the Palace Pier, have a vision of the West Pier covered with craft shops and studios. Praiseworthy enough, but I am not convinced that becoming a sort of Covent Garden on stilts is a proper apotheosis for such a structure. In fact I think I prefer it in its present state of epic desolation.

## NEXT WEEK

Opting out

What happens when Whitehall holds the purse strings

Contract time

James Meikle reports on the unions' planned work-to-contract next term

California summer

Richard Adams finds year-round students with more than beer and pizza on their minds

East Enders

A day in a Ragged School

# THE TIMES Educational Supplement

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## Hungerford school picks up the pieces

by Sarah Bayliss

The headmaster of John O'Gaunt Comprehensive in Hungerford, where mass-killer Michael Ryan committed suicide last week, has no memory of the man who was a pupil at the school in the 1970s.

Mr David Lee, aged 51, who joined the school in April 1975, two years before 27-year-old Ryan left, said other staff also had difficulty recalling the "quiet" boy who last week shot 29 people, killing 16.

"It is a matter of pride to know all your pupils but I'm ashamed to admit I can't remember him," Mr Lee said. Lisa Mildenhall, a 14-year-old pupil was still recovering in hospital this week after being shot in the legs by Ryan. Lisa and two ex-pupils, Alison Chapman 16, and Myra Geater, 17, have all received visits from their headmaster.

Mr Lee drove the eight miles from his home to school after he learned the gunman had barricaded himself into a third-floor classroom. He helped the police interpret maps of the building and was taken inside within minutes of police finding Ryan shot dead.

"I've been in another world for days," Mr Lee said. "But I suppose heads rise to these occasions because minor crises on a day by day basis give you a sound training."

At a meeting of parents, teachers, governors, kitchen and caretaking staff this week it was agreed that school life should "return to normal" as soon as possible after term begins on September 7.

Room Six, where Ryan died, is already being redecorated and will continue to be used as a form room for a third-year class and for English lessons. Blood-stained furniture is being replaced by Berkshire County Council.

Mr Robin Tubbs, a lecturer in building and construction at Newbury College, taught Ryan 11 years ago. He remembered him as a "quiet, inoffensive and shy" student.

Ryan's tutor - page 5



Old draw: young visitors have been lured to the National Portrait Gallery for sketching sessions led by professional sculptors.

## Science A level entries plunge

by Ian Nash and Sue Surkes

The number of pupils entering for A level physics, chemistry and biology has fallen dramatically over the past two years.

Figures from five of the eight A level examining boards show the total number of entries in the three sciences has dropped from 96,288 in 1985 to 86,856 this summer - a decline of 9.8 per cent. Entries for these subjects had been increasing up to 1984.

By contrast, the 18-year-old population has decreased by only 3.8 per cent over the period and A level entries by 2 per cent.

The figures for Oxford, Southern and Associated Examining boards were unavailable when *The TES* went to press. But the drop in entries from the others suggests a continuing shortage of science graduates.

And it could have serious implications for industry and higher education. Universities have already been

asked by the Standing Conference on University Entrance to review their entry requirements, course structures and teaching methods.

"In general terms, we are clear in our own minds that the universities will have to adjust to the drop in the numbers of people coming forward with adequate A level qualifications in the sciences. How they do it is up to them," Dr Clive Wake, secretary of SCUE, said this week.

The recruitment of science and engineering undergraduates to universities from non-traditional backgrounds was discussed at the annual meeting of the British Association for the Advancement of Science (BAAS) in Belfast this week.

Dr John Horlock, vice-chancellor of the Open University, predicted the introduction of less specialist entry requirements which would profoundly affect higher education teaching styles.

Professor Cedric Hassall, head of chemistry at Warwick University and president of the chemistry section of the BAAS, said recent attempts to boost science in schools had "sadly failed".

Sir David Bates, emeritus professor of theoretical physics at The Queen's University, Belfast, and president of the BAAS physics section, blamed the decline on a lack of adequate investment in science teaching.

He warned that numbers would slump to half the present level by the mid-1990s unless an immediate move was made to redress the problem.

"If pupils are taught by someone who does not properly understand their subject, then they cannot be expected to gain an appreciation of the subject," he said.

The most prestigious universities do not appear to have suffered any significant drops in either the quantity or

quality of applicants for science degree places this autumn. But as some universities are lowering their entry requirements to fill places, the shortfall is being shaken down through the system. The less popular universities and polytechnics are likely to suffer the most.

Applications vary throughout the UK. But even the big-name science universities such as Aston, Salford and Birmingham report that demand for physics and maths places has declined steadily over the last few years.

Leeds University, which faces a shortage of biochemistry applicants this year, has been forced to go into the clearing system for the first time in several years. "Everyone, even those with science A levels, seems to want to read law or business studies these days," said Anne McClurkin, assistant registrar of admissions.

Additional research by Elaine Hines.

## 'Assess schools by behaviour,' says DES

Information about pupils' social behaviour, including details about lack of energy, truancy, lateness and "delinquency" should be collected to help assess their performance and "money" according to a confidential DES discussion paper to be published later this month.

described by the DES this "delinquency" but not secret. It has been leaked to *The TES* among other DES discussion papers in and outside the department, writes Sue Surkes.

It says judging a school's performance by exam achievement alone is a "major deficiency". So-called performance indicators - categories of information used for assessing a school - should be broadened to embrace social behaviour and post-school experience. Among other things, it highlights the significance of lateness, saying: "Persistent lateness is a sign of anti-social behaviour and should be discouraged and overcome through self-discipline."

On discipline, the discussion paper suggests a school's information might be topped up by checking police records, although it does not say who would have access to such records.

The paper, understood to have been written by a senior civil servant in the Department of Education and Science's statistics branch, lists factors "relevant to the DES" as relevant to assessing performance: indicators for schools. These include pupils' social, economic and cultural backgrounds, and "latent ability" and staff "disposition". The next stage, it says, is to

agree indicators which can be used by individual schools.

Departmental interest in performance indicators pre-dates the arrival of Mr Kenneth Baker as Education Secretary, going back to Sir Keith Joseph's tenure at the DES. Work on a succession of papers has been going on for some time.

A source at the department said the document had been sanctioned by the "current political leaders within the DES". The source added: "It will go out as an exercise in provoking discussion about how you measure performance of a school, taking account of socio-economic factors."

It is understood the document was written at the instigation of the Treasury, which is underlining a "value for money" exercise in the public sector. The main message of the document is that objectives should be set across a range of areas so that individual schools, "whether staff, governors or parents", can better assess existing practice. "The purpose of the department - Continued on page 5

## PEOPLE

Mr Tony Evans to be president of the National Association of Careers and Guidance Teachers in succession to Mr Alan Vincent. Ms Eisa Bell, student services officer at the College for the Distribution Trades, to be head of student counselling at Hatfield Polytechnic from September. She is also to chair the Association for Student Counselling.

## CONFERENCES

September 11-13 Politics, management and education: where next? annual conference of the British Educational Management and Administration Society at La Selve Union College, Southampton. Speakers include Professor Richard King, The Revd W Thomas, Dr P. Duggan, Mr Tim Brighouse, Mrs Frances Morrell and Mr Philip Merrifield.

October 8 Professional updating for women returned organizers by the Women's Resources Network at Newbury Hall, London EC1. Speakers include Anne Mueller, Rofelia Dunscombe and Lynda Carr. Details from Ruth Michaels, Hatfield Polytechnic, PO Box 109, College Lane, Hatfield AL10 0AB.

October 9 Basic tests - present and future prospects organized by the Industrial Society and the Associated Examining Board for employers, careers advisers, staff, teachers and YTS managers at the Three Tuns Hotel, Durham. Fee £28.75. Details from John Francis AEB, Stag Hill House, Guildford GU2 5XJ.

October 10 Different but equal: opportunities in music education organized by the Association for the Advancement of Teacher Education in Music at Bristol Polytechnic with Dr Leslie Burt and John Bean on the role of music education particularly in areas of special needs, music therapy, gender and multi-ethnic education. Fee £15.50. Details from Ms D. Reen Struthers, 331A Whithorn Road, London N8 0NA.

## COURSES

September 25 Using computer algebra to teach mathematics organized by Jane Bryan-Jones of the Cambridge College of Arts and Technology science department at the Cavendish Laboratory, University of Cambridge, for those planning to introduce a computer algebra system into a teaching programme in higher or further education. Fee £55. Details from Margaret Haw, Administrative Assistant, Department of Science, CCAT, Telephone 0223 382592.

October 9-11 Coursework in GCSE geography and geology for teachers at the Drapers' Field Centre, Snowdonia, organized by the Field Studies Council with E. Wilson, Keith Orrell and Peter Hendry. Fee £52. Details from the Information Office, Field Studies Council, Preston, Monmouth, Monmouth Bridge, Shrewsbury SY4 1HW.

October 16-18 GCSE biology coursework: teachers' course at Preston, Monmouth Field Centre, Shrewsbury organized by the Field Studies Council with Ray Walker and Pat

Wilson. Fee £52. Details from the Information Office, Field Studies Council.

October 20-25 Kent Literature Festival at the Arts Centre, Folkestone, includes The Poetry Show on October 21 with the Schools' Poetry Association for English teachers and anyone involved in literature in education; primary school events on October 21, 22, secondary school events on October 23. Full programme details from the Metropole, The Lees, Folkestone, Kent.

## COMPETITIONS

Microbiology Microbiology in schools advisory committee poster competition for individual pupils or class groups to design a poster demonstrating how microbes work to maintain the quality of the environment. Posters should be A3 in size and the maximum number of entries per school 10. Closing date April 1. Further details from Dr D. Hardman, Institute for Biotechnological Studies, Research and Development Centre, University of Kent at Canterbury, Canterbury, Kent CT2 7PD, to whom entries should be sent.

## INFORMATION

George Lyward Research Mr Lyward is undertaking research at Exeter University on the work of George Lyward, and the application of his ideas to contemporary education. Anyone who knew George Lyward and the work with emotionally-disturbed high IQ boys at Fincham Manor from 1935, or who has tried to apply his ideas to their teaching, is invited to write to George Lyward at Exeter University.

Bishop Fox's school, Kingston Road, Taunton.

## PUBLICATIONS

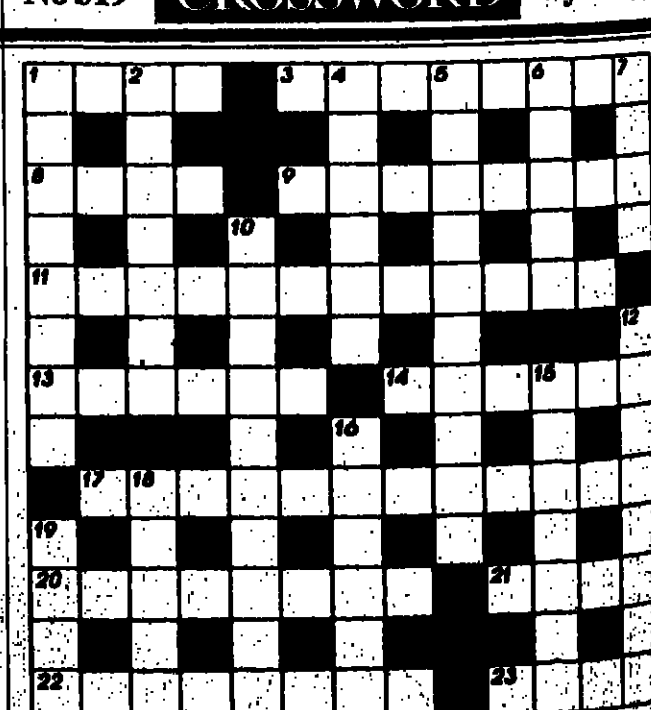
Getting started The latest education paper from the Fawcett Society reports on the awards for positive action for equal opportunities scheme and conference. It describes initiatives in schools, colleges and on training courses. £1 post free from the Fawcett Society, 46 Harleyford Road, London SE11 5AY.

## Options for change

A staff training handbook on personal relationships and sexuality for people with a mental handicap by Hilary Dixon, Fitch Street, Letchworth LE17 0E. Price £1.05 including postage.

Education Management Two new titles in the Sheffield Papers in Education Management series: The Implications of the Motivation Theory for the Development of Staff Appraisal in Schools by Peter Bamford and The Implications of Staff Appraisal in Schools by Peter Bamford. Details from the Department of Education Management, Sheffield City Polytechnic, 36 Collegiate Crescent, Sheffield S10 2BP.

## No 319 CROSSWORD by Rufus



Across  
1 He takes after his father, presumably (4)  
2 Duck on the German river (4)  
3 See great changes in economy travel (8)  
4 First work in the Middle East (4)  
5 Nymph with broken heart took to America (8)  
6 The strain of this French Revolution (12)  
7 A shapeless mass - something which to play and work (6)  
8 Adopt a friendly attitude with infuriating cases (5, 2, 1)  
9 She is a devoted (10)  
10 The old house which is a surety loved place (10)  
11 He makes a living from dirty money (8)  
12 Prevalence of money (8)  
13 Duck on the German river (4)  
14 Completed when written after night (7)  
15 Radio programme which never goes away (6)  
16 Not qualified (6)  
17 The picture gallery features it (4)  
18 Solution to puzzle (6)  
19 Additional protection in the field (3, 5)  
20 A torn stub joint at the sides (5)  
21 Cross-country dash (4)  
22 The old house which is a surety loved place (10)  
23 Water of Arno (6)

Down  
1 House completed but not bought (4-4)  
2 I'm over the danger, though put in captivity (7)  
3 Sea creature puts number in letter confusion (6)  
4 Additional protection in the field (3, 5)  
5 A torn stub joint at the sides (5)  
6 Cross-country dash (4)  
7 The old house which is a surety loved place (10)  
8 Completed when written after night (7)  
9 Radio programme which never goes away (6)  
10 Not qualified (6)  
11 The picture gallery features it (4)  
12 Solution to puzzle (6)  
13 Additional protection in the field (3, 5)  
14 A torn stub joint at the sides (5)  
15 Cross-country dash (4)  
16 The old house which is a surety loved place (10)  
17 Water of Arno (6)

24 Sweet among the surfers

25 Scientists in conference

26 The last frontier

27 The Nixon years

28 Ragged schools

19





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## If it moves, measure it

It would be tempting to write off the DES discussion paper on performance indicators for secondary schools which is currently making the rounds of Whitehall (page 1) with incredulity, or to read it as a useful attempt by the statistics department to demonstrate the ludicrous result of attempting rigidly to quantify the diverse factors which relate to the quality of a school's performance.

The recent history of educational policy-making should be sufficient warning against any such complacency, especially when the exercise is so patently in line with thinking in the Treasury, the Cabinet and the radical Right.

In any event, the discussion document needs to be taken seriously, not least because there will be wide agreement on many of the themes and aspirations running through it. In the main, it is the way in which pseudo-scientific models are glibly put forward for practical consideration as methods of assessing performance that gives rise to fearful doubts.

The starting point is that search for the educational holy grail which has long preoccupied ministers, inspectors and researchers: what makes a good school? (With the inevitable corollary, how do you measure its worth?)

Sir Keith Joseph, as Secretary of State, was keen to commission research on the subject, though there seems to have been reluctance at the DES to fund any of the projects subsequently proposed.

The debate has continued, however, especially on the examination league-table front, and in the light of it the paper's authors accept that examination success is not the only worthwhile indicator of a school's performance, and that in any case socio-economic factors prevent all secondary schools from starting from the same place. Thus far, political theorists and researchers now seem to have reached an uneasy truce.

But agreement that a school's performance is inevitably qualified by the home background and innate abilities of its pupils, and that a good school should turn out civilized human beings as well as exam successes, only brings you through the first hurdle. The really difficult bit is how to translate social and behavioural inputs and outcomes into data from which performance indicators can be constructed, for use by the staff, governors or parents of individual schools.

So far, so (fairly) good, provided that the formidable technical difficulties can be solved. It is in line with improved accountability and the new statutory responsibilities of governors, and ought to provide useful tools for parents exercising choice. It is indeed acknowledged in the paper that work on these lines has already been started in some local authorities as well as by the Chartered Institute of Public Finance and Accountancy.

Ironically, it is in the research and statistics

department of the Inner London Education Authority, the authority which the Government is intent on destroying, that much of that pioneering groundwork has been done, for example in Dr Peter Mortimore's Junior School Project and in the publication of exam league tables which sorted schools into five groups by comparing performance with expectations calculated in the light of intake ability and social background.

In one of the most tortuously written paragraphs of the DES number-cruncher's paper, doubts are raised about how best to categorize the socio-economic context without giving offence to the very parents you are supposed to be informing (a problem also addressed with some difficulty by the ILEA). There is then a considerable intellectual leap to the proposition that schools might be placed in 10 bands of expectation by "a method of self-classification".

But it is the search for performance indicators of social behaviour that lead the statisticians into the real minefields, even granted that absenteeism, extra-curricular pursuits and post-school life-styles are legitimate matters for parental concern.

It may be possible to set objectives, and thence indicators, for truancy and lateness figures, though even the collection of those looks more complicated at the school end than it does in Whitehall, but the paper gets into unbelievably deep water on disciplinary objectives. It is suggested, for example, that police records might be used to arrive at externally moderated objectives "to keep the proportion of pupils found guilty of indictable offences below the average level for the age group within the locality".

A desirable disciplinary objective indeed, given that the law on access to police records would have to be turned on its head, and only slightly more breathtaking than the next proposition.

This is that pupil demeanour should be assessed not just by the teaching staff, but by members of the public approached with a survey questionnaire by senior pupils (no doubt from the sociology classes which will soon fall victim to the national curriculum). In an Annex, the paper also proposes that staff demeanour should be assessed as a "process indicator". On a scale of one to ten? There must be similar doubts about another suggested "input factor": levels of pupil and parent expectation.

In their search for ways of measuring a school's performance outside the explicit curriculum, the authors seem to have picked up echoes of Rutter and Hargreaves, but then got into hopeless difficulties by attempting to do it on the basis of pupil behaviour, and without beginning to demonstrate - even in a half-baked way - how parental and public expectations might be shown to affect the outcome. At the least they fall their

own test, that indicators must not only be related to stated objectives but acceptable and credible. It is not yet clear whether this "informal" discussion paper is to be published in its present form, though some who have seen it fear that if its present unfortunate prose style is rendered into more unctuous mandarin, some of its more sinister intent could be concealed.

Still concealed at this stage of the discussion is the precise purpose of performance indicators to codify pupils' social behaviour as well as their academic performance. Is it just to satisfy a legitimate interest of parents, governors and local business in the value added by each school, or does a passing reference to value for money mean that a school's funding could be cut if pupil demeanour or a mention in police files did something nasty to the indicators?

So far, all that has been demonstrated is that you can't assess a school's all-round performance in Treasury value-for-money terms, without bringing in the thought police.

## Flight from science

The signs of a fall in the numbers taking A levels in science (page 3) are particularly unwelcome at a time when we are looking for a sustained improvement in Britain's technological competence.

Up until 1984, with sixth-form numbers growing, there was a steady increase in the numbers of A level passes in most subjects, but particularly in science and technology. Between 1975 and 1984 A level passes in all subjects went up by a quarter but the rate of growth in science subjects was almost twice that (48 per cent).

By 1985, however, that growth had apparently gone into reverse. Science A level passes were down nearly 4 per cent, though passes in all subjects fell by only 2.4 per cent.

Comparable official figures for the years 1986 and 1987 have yet to be published, but provisional figures on A level entries released to *The TES* by five of the eight GCE boards indicate that the downward trend foreshadowed in 1985 has continued and even worsened.

The size of the 18-year-old cohort has fallen by about 4 per cent since 1985, but the percentage staying on into the sixth form has increased slightly. Accordingly, the boards' figures indicate a fall of about 2 per cent in total A level entries.

So the 10 per cent drop in entries for science A levels over those two years represents a dismal decline in the science sixth in relation to other subjects. That is sombre news indeed for the

Government, for higher education and for industry who are not just hoping for more well-qualified young scientists, but to some extent banking upon them.

The position of mathematics is different: entries have fallen by less than 1 per cent since 1985, which means maths has largely retained its ground at the expense of other subjects, but it only serves to underline the flagging attraction of science and technology subjects.

The reasons behind this new flight from science are not immediately obvious. Certainly there would seem to be no lack of incentive if we are to take seriously what industrialists say about the need for highly-trained technologists and what universities say about empty places on technology courses.

But do such considerations motivate the 16-year-old's subject choice? A far more immediate influence is likely to be the enthusiasm for the subject engendered by the teacher. Is it entirely coincidental, then, that this decline in enthusiasm for science corresponds with the flight from the classroom of hundreds of disgruntled teachers; a flight led by the eminently employable science graduates?

The DES consultative paper on shortage subjects last year, *Action on Teacher Supply*, recognized that the rarest breed of them all, the physics teacher, became even more of an endangered species during this period; that over half those teaching the subject have no main qualification in physics; and that one in five of those teaching physics have no higher qualification in it at all.

Without some real action to make the teaching and learning of science more attractive there seems little likelihood of achieving the staffing required to sustain science teaching at its present inadequate level, let alone that envisaged in the Government's national curriculum proposals. The position will be even worse in four years' time when secondary pupil numbers start to rise again.

The impression formed by those pupils now in schools of the nature both of science and of teaching will be crucial if the increased demands for science teachers in the 1990s and beyond are to be met. So far, there is little evidence that the increasing pressure to make science compulsory to 16 is resulting in more pupils studying the subject in the sixth form.

The Higginson committee, asked by the Government to look into how A levels might be "maintained and improved", needs to consider very carefully this dire trend in the supply of science A levels alongside the increasing demand for them; to determine whether we can continue with sixth form science courses which are widely regarded as more demanding than many of their arts counterparts; and to point the way towards a much less specialized approach to sixth form study.

## Unions demand extra cash for GCSE assessment

by James Melkie

Teachers are threatening to embroil GCSE candidates in their contractual row with the Government.

Secondary school pupils may be sent home so their teachers can devote more time to assessments for the exam. The first certificates will be awarded next summer.

The threat follows Mr Kenneth Baker's decision that teachers should not receive payments for such work, since the contract which accompanied their "substantial" pay rise requires them to prepare children for public examinations.

Local authorities, who would have to meet the cost of increased charges from the exam boards if payments were made, are therefore unlikely to meet union demands at a meeting next month.

The most immediate threat comes from the two TUC-affiliated unions, the National Union of Teachers and the National Association of Schoolmasters/Union of Women Teachers, who have already distributed time sheets to members to record the 1,265 hours a year they are required to be available for direction by the head.

This is said to be only a protection against "unreasonable" demands, but up to now there was a prospect GCSE assessment would be excluded. The teachers argue that GCSE work is work done for private organizations, the exam boards, and ought to be paid for as such.

GCSE and CSE assessments have been paid for at token rates - but Mr Baker argues that only marking of exam papers and moderation should be paid for as additional work.

Other unions also accuse the Government of simply adding to the problems in secondary schools, despite ministerial assurances that improved pupil-teacher ratios are leaving more time for assessment.

## Baker sets single study targets

by Sue Surkes

Mr Kenneth Baker has asked his national curriculum working parties on maths and science to recommend a series of single attainment targets, measurable at different levels.

In letters of guidance to the parties, which have been set up to advise on the content and programmes of study, the Education Secretary says he is looking for attainment targets which set out the knowledge, skills and understanding

which pupils of different abilities should be able to achieve at the ages of 11, 14 and 16. He adds: "So far as possible, I want to avoid having different attainment targets for children of different levels of ability. I shall expect you to justify essential exceptions from this principle. In general, I seek targets for the key ages which may be used to assess a range of pupils which challenge each child at the level of his or her own ability, which is understood to be a simple system that does not

streamline, would like to see working along the lines of the German system which uses a six-point scale, although he is waiting for recommendations from his Task Force on Assessment and Testing.

Work in the area has already been done by the GCSE grade criteria working parties. One example drawn from the "maths" draft grade criteria is "the ability to use a target to plan and control a task".

Level 1 involves being able to use a range of resources including a four-function calculator. Level 2 requires the ability to use a range of resources including a four-function calculator.

Level 3 involves being able to use a range of resources including a four-function calculator. Level 4 requires the ability to use a range of resources including a four-function calculator.

Level 5 involves being able to use a range of resources including a four-function calculator. Level 6 requires the ability to use a range of resources including a four-function calculator.

Level 7 involves being able to use a range of resources including a four-function calculator. Level 8 requires the ability to use a range of resources including a four-function calculator.

Level 9 involves being able to use a range of resources including a four-function calculator. Level 10 requires the ability to use a range of resources including a four-function calculator.

Teachers are also warning that testing at 7, 11 and 14 will need moderating by volunteer teachers who work for exam boards - and that increasing resentment will make them difficult to find. Some of their anger is being directed at local authorities for allegedly lacking the will to support their case and now trying to shift all the blame on the Government.

It remains to be seen whether the teachers have the stomach for a fight on this issue in particular, or on the hours-counting exercise as a whole. Weekend field trips, however, already seemed doomed to end except in schools where teachers volunteer not to count them as "directed time".

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## Barry Cole writes from Edinburgh

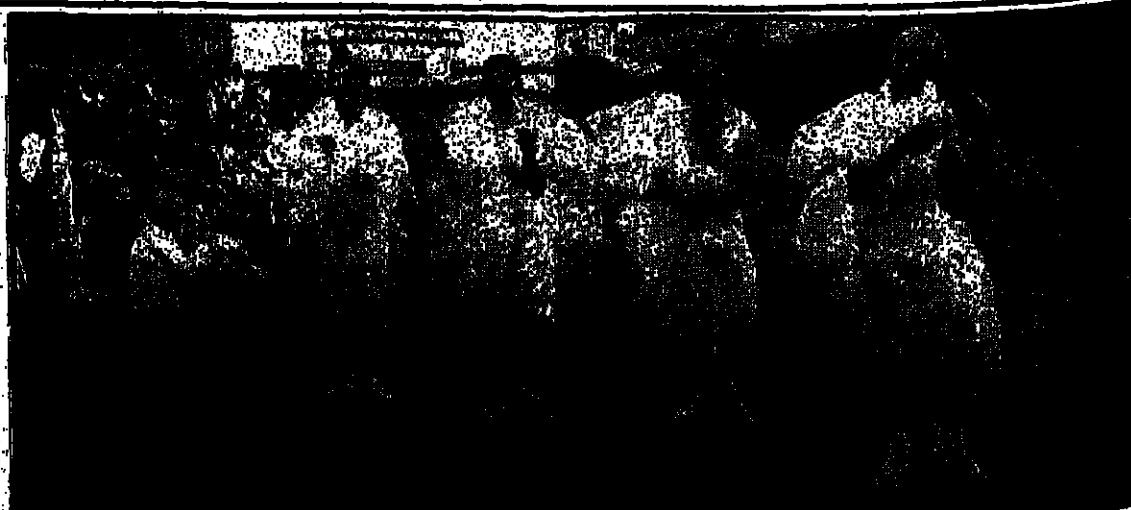
## Harmonious madness

To the uninitiate (and we cannot all go) the Edinburgh International Festival looms like a huge multi-media, multinational celebration (these words are being composed to a performance of Beethoven's "Quartet in G" by the Melos Ensemble from the Queen's Hall - some 300 miles away).

Across of print - or should it be vents or hectares or li (Cardiff Labour Theatre is presenting *The Shanghai Kunju Theatre*) - give employment to hundreds of journalists who otherwise might be scrambling around in the comparative peace of the silly season. The London press, particularly the weeklies, give fulsome and mostly good-natured coverage. And they have been impressed by the glamour (however such a term may be interpreted) and the romance of an apparently unfettered batch of Russian megalomaniacs among the cognoscenti of the free world. Whether this openness is their and therefore good for us or them is another matter. More

important is the choice: more than 600 performances by actors and musicians from a dozen countries - and that is just the official Fringe at the Assembly Rooms. Who knows what goes on in the off-fringe or the fringe-Fringe? The Assembly Rooms, under the direction of the great and good William Burdett-Coutts, this year celebrates its bicentenary. And it is a striking thought that their assembly, as it were, took place while the industrial revolution burgeoned.

Edinburgh's industry today, whatever the rhetoric of "sunrise", will never again create an empire such as that which nourished Mr Burdett-Coutts's Victorian forebears. No doubt the gainful employment of the huddled masses in heavy industry brought comparative prosperity. But it will not come again. No empire, once fallen, ever strikes back. Yet the festival itself suggests it got an answer, a prognosis. This is partly lifted at the suggested full employment for the duration of the



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many tributes and hacks; coterminously so many *longueurs* and *maisons*, painters and denizens of the stage - and TV-lit world.

Could one not make of Edinburgh's "harmonious madness" a year-long (therefore eternal) event? Actors would cease resting; writers would be commissioned; dancers could torporise (this new verb is a contribution to the language of nations); or, given the uninitiate could attend, becoming

plastic, changing cheques to banknotes bearing strange devices. Nor need it and there: the academic theatre industry would flourish (Forty Years On: A Festival Festschrift) and we could all, with J.M. Barrie, once again look upon the impressive sight of Scotsmen on the make. And Russians once again would be Europeans.

Festival reviews page 18

## no comment

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From the brochure of a Cornish school.





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## If it moves, measure it

It would be tempting to write off the DES discussion paper on performance indicators for secondary schools which is currently making the rounds of Whitehall (page 1) with incredulity, or to read it as a useful attempt by the statistics department to demonstrate the ludicrous result of attempting rigidly to quantify the diverse factors which relate to the quality of a school's performance.

The recent history of educational policy-making should be sufficient warning against any such complacency, especially when the exercise is so patently in line with thinking in the Treasury, the Cabinet and the radical Right.

In any event, the discussion document needs to be taken seriously, not least because there will be wide agreement on many of the themes and aspirations running through it. In the main, it is the way in which pseudo-scientific models are glibly put forward for practical consideration as methods of assessing performance that gives rise to fearful doubts.

The starting point is that search for the educational holy grail which has long preoccupied ministers, inspectors and researchers: what makes a good school? (With the inevitable corollary, how do you measure its worth?)

Sir Keith Joseph, as Secretary of State, was keen to commission research on the subject, though there seems to have been reluctance at the DES to fund any of the projects subsequently proposed.

The debate has continued, however, especially on the examination league-table front, and in the light of it the paper's authors accept that examination success is not the only worthwhile indicator of a school's performance, and that in any case socio-economic factors prevent all secondary schools from starting from the same place. Thus far, political theorists and researchers now seem to have reached an uneasy truce.

But agreement that a school's performance is inevitably qualified by the home background and innate abilities of its pupils, and that a good school should turn out civilized human beings as well as exam successes, only brings you through the first hurdle. The really difficult bit is how to translate social and behavioural inputs and outcomes into data from which performance indicators can be constructed, for use by the staff, governors or parents of individual schools.

So far, so (fairly) good, provided that the formidable technical difficulties can be solved. It is in line with improved accountability and the new statutory responsibilities of governors, and ought to provide useful tools for parents exercising choice. It is indeed acknowledged in the paper that work on these lines has already been started in some local authorities as well as by the Chartered Institute of Public Finance and Accountancy.

Ironically, it is in the research and statistics

department of the Inner London Education Authority, the authority which the Government is intent on destroying, that much of that pioneering groundwork has been done, for example in Dr Peter Mortimore's Junior School Project and in the publication of exam league tables which sorted schools into five groups by comparing performance with expectations calculated in the light of intake ability and social background.

In one of the most tortuously written paragraphs of the DES number-cruncher's paper, doubts are raised about how best to categorize the socio-economic context without giving offence to the very parents you are supposed to be informing (a problem also addressed with some difficulty by the ILEA). There is then a considerable intellectual leap to the proposition that schools might be placed in 10 bands of expectation by "a method of self-classification".

But it is the search for performance indicators of social behaviour that lead the statisticians into the real minefields, even granted that absenteeism, extra-curricular pursuits and post-school life-styles are legitimate matters for parental concern.

It may be possible to set objectives, and thence indicators, for truancy and lateness figures, though even the collection of those looks more complicated at the school end than it does in Whitehall, but the paper gets into unbelievably deep water on disciplinary objectives. It is suggested, for example, that police records might be used to arrive at externally moderated objectives "to keep the proportion of pupils found guilty of indictable offences below the average level for the age group within the locality".

A desirable disciplinary objective indeed, given that the law on access to police records would have to be turned on its head, and only slightly more breathtaking than the next proposition.

This is that pupil demeanour should be assessed not just by the teaching staff, but by members of the public approached with a survey questionnaire, by senior pupils (no doubt from the sociology classes which will soon fall victim to the national curriculum). In an Annex, the paper also proposes that staff demeanour should be assessed as a "process indicator". On a scale of one to ten? There must be similar doubts about another suggested "input factor": levels of pupil and parent expectation.

In their search for ways of measuring a school's performance outside the explicit curriculum, the authors seem to have picked up echoes of Rutter and Hargreaves, but then got into hopeless difficulties by attempting to do it on the basis of pupil behaviour, and without beginning to demonstrate – even in a half-baked way – how parental and public expectations might be shown to affect the outcome. At the least they fall their

own test, that indicators must not only be related to stated objectives but acceptable and credible.

It is not yet clear whether this "informal" discussion paper is to be published in its present form, though some who have seen it fear that if its present unfortunate prose style is rendered into more unctuous mandarinism, some of its more sinister intent could be concealed.

Still concealed at this stage of the discussion is the precise purpose of performance indicators to codify pupils' social behaviour as well as their academic performance. Is it just to satisfy a legitimate interest of parents, governors and local business in the value added by each school, or does a passing reference to value for money mean that a school's funding could be cut if pupil demeanour or a mention in police files did something nasty to the indicators?

So far, all that has been demonstrated is that you can't assess a school's all-round performance in Treasury value-for-money terms, without bringing in the thought police.

## Flight from science

The signs of a fall in the numbers taking A levels in science (page 3) are particularly unwelcome at a time when we are looking for a sustained improvement in Britain's technological competence.

Up until 1984, with sixth-form numbers growing, there was a steady increase in the numbers of A level passes in most subjects, but particularly in science and technology. Between 1975 and 1984 A level passes in all subjects went up by a quarter but the rate of growth in science subjects was almost twice that (48 per cent).

By 1985, however, that growth had apparently gone into reverse. Science A level passes were down nearly 4 per cent, though passes in all subjects fell by only 2.4 per cent.

Comparable official figures for the years 1986 and 1987 have yet to be published, but provisional figures on A level entries released to *The TES* by five of the eight GCE boards indicate that the downward trend foreshadowed in 1985 has continued and even worsened.

The size of the 18-year-old cohort has fallen by about 4 per cent since 1985, but the percentage staying on into the sixth form has increased slightly. Accordingly, the boards' figures indicate a fall of about 2 per cent in total A level entries.

So the 10 per cent drop in entries for science A levels over those two years represents a dismal decline in the science sixth in relation to other subjects. That is sombre news indeed for the

Government, for higher education and for industry who are not just hoping for more well-qualified young scientists, but to some extent banking upon them.

The position of mathematics is different. Entries have fallen by less than 1 per cent since 1985, which means maths has largely retained its ground at the expense of other subjects, but it only serves to underline the flagging situation in science and technology subjects.

The reasons behind this new flight from science are not immediately obvious. Certainly there would seem to be no lack of incentive if we were to take seriously what industrialists say about the need for highly-trained technologists and what universities say about empty places on technology courses.

But do such considerations motivate the 16-year-old's subject choice? A far more immediate influence is likely to be the enthusiasm for the subject engendered by the teacher. Is it entirely coincidental, then, that this decline in enthusiasm for science corresponds with the flight from the classroom of hundreds of disgruntled teachers, flight led by the eminently employable science graduates?

The DES consultative paper on shaping subjects last year, *Action on Teacher Supply*, recognized that the rarest breed of them all, the physics teacher, became even more of an endangered species during this period; that overall those teaching the subject have no main qualification in physics; and that one in five of those teaching physics have no higher qualification at all.

Without some real action to make the teaching and learning of science more attractive, there seems little likelihood of achieving the staffing required to sustain science teaching at the present inadequate level, let alone that envisaged in the Government's national curriculum proposals.

The position will be even worse in four years when secondary pupil numbers start to rise again. The impression formed by those pupils who go to schools of the nature both of science and of teaching will be crucial if the increased demand for science teachers in the 1990s and beyond are to be met. So far, there is little evidence that the increasing pressure to make science compulsory to 16 is resulting in more pupils studying the subject in the sixth form.

The Higginson committee, asked by the Government to look into how A levels might be "maintained and improved", needs to consider very carefully this dire trend in the supply of science A levels alongside the increasing demand for them; to determine whether we can continue with sixth form science courses which are widely regarded as more demanding than many of the arts counterparts; and to point the way towards much less specialized approaches to sixth form study.

## Unions demand extra cash for GCSE assessment

by James Melkie

Teachers are threatening to embroil GCSE candidates in their contractual row with the Government.

Secondary school pupils may be sent home so their teachers can devote more time to assessments for the exam. The first certificates will be awarded next summer.

The threat follows Mr Kenneth Baker's decision that teachers should not receive payments for such work, since the contract which accompanied their "substantial" pay rise requires them to prepare children for public examinations.

Local authorities, who would have to meet the cost of increased charges from the exam boards if payments were made, are therefore unlikely to meet union demands at a meeting next month.

The most immediate threat comes from the two TUC-affiliated unions, the National Union of Teachers and the National Association of Schoolmasters/Union of Women Teachers, who have already distributed time sheets to members to record the 1,265 hours a year they are required to be available for direction by the head.

This is said to be only a protection against "unreasonable" demands, but up to now there was a prospect GCSE assessment would be excluded. The teachers argue that GCSE work is work done for private organizations, the exam boards, and ought to be paid for as such. GCSE and CSE assessments have been paid for at token rates – but Mr Baker argues that only marking of final exam papers and moderation should be paid for as additional work.

Other unions also accuse the Government of simply adding to the problems in secondary schools, despite ministerial assurances that improved pupil-teacher ratios are leaving more time for assessment.

Teachers are also warning that testing at 7, 11 and 14 will need moderating by volunteer teachers who work for exam boards – and that increasing assessment will make them difficult to find. Some of their anger is being directed at local authorities for allegedly lacking the will to support their case and now trying to shift all the blame on the Government.

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## Baker sets single study targets

by Sue Surkes

Mr Kenneth Baker has asked his national curriculum working parties on maths and science to recommend a series of single attainment targets, assessable at different levels.

In letters of guidance to the parties, which have been set up to advise on targets and programmes of study, the Education Secretary says he is looking for attainment targets which set out the "knowledge, skills and understanding" which pupils of different abilities should be able to achieve at the ages of 7, 11, 14 and 16.

He adds: "So far as possible, I want to avoid having different attainment targets for children of different levels of ability. I shall expect you to justify any essential exceptions from this principle. In general, I seek targets for each of the key ages which may be attempted and assessed at a range of levels, and which challenge each child to the best that he or she can."

Mr Baker, who is understood to want a simple system that does not consist of streamlining, would like to see something along the lines of the German system which uses a six-point grading scale, although he is willing for recommendations from his Task Group on Assessment and Testing.

Much work in the area has already been done by the GCSE grade criteria working parties. One example drawn from the maths draft grade criteria specifies "use of resources" as a target and splits down into various levels.

Level 1 involves being able to use a range of resources including a four-function calculator. Level 4 requires finding other things, and the ability to use simple programs on a microcomputer.

A DES source stressed that it would be teaching techniques rather than the targets themselves which would ensure that children of all abilities were challenged. "The challenge of learning about the French Revolution, for example, is not something that will bore the more able or deter the less able. It's a matter of the teaching. And teachers should be challenging the brightest and helping the less able along."

The letters of guidance, published this week, further point out that there will be no separate assessment and testing in maths and science at 16 pupils to take GCSE exams or equivalents such as BTEC and City and Guilds qualifications in these subjects.

The working groups will be expected to recommend attainment targets and study programmes for 16-year-olds which can be used to help judge whether the GCSE criteria need to be altered to bring them into line with national curriculum provisions lower down the school.

The letters stress that the Government wants "space to accommodate the enterprise of teachers, offering them sufficient flexibility in the choice of content to adapt what they teach to the needs of the individual pupil."

And it points out that the Technical and Vocational Education Initiative, by building on the framework offered by the national curriculum, "flexibility of teaching approaches" should enable schools to accommodate any special emphasis within their TVEI plans while still meeting the requirements of the national curriculum.

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JOINING AFTER YOUR INTERESTS

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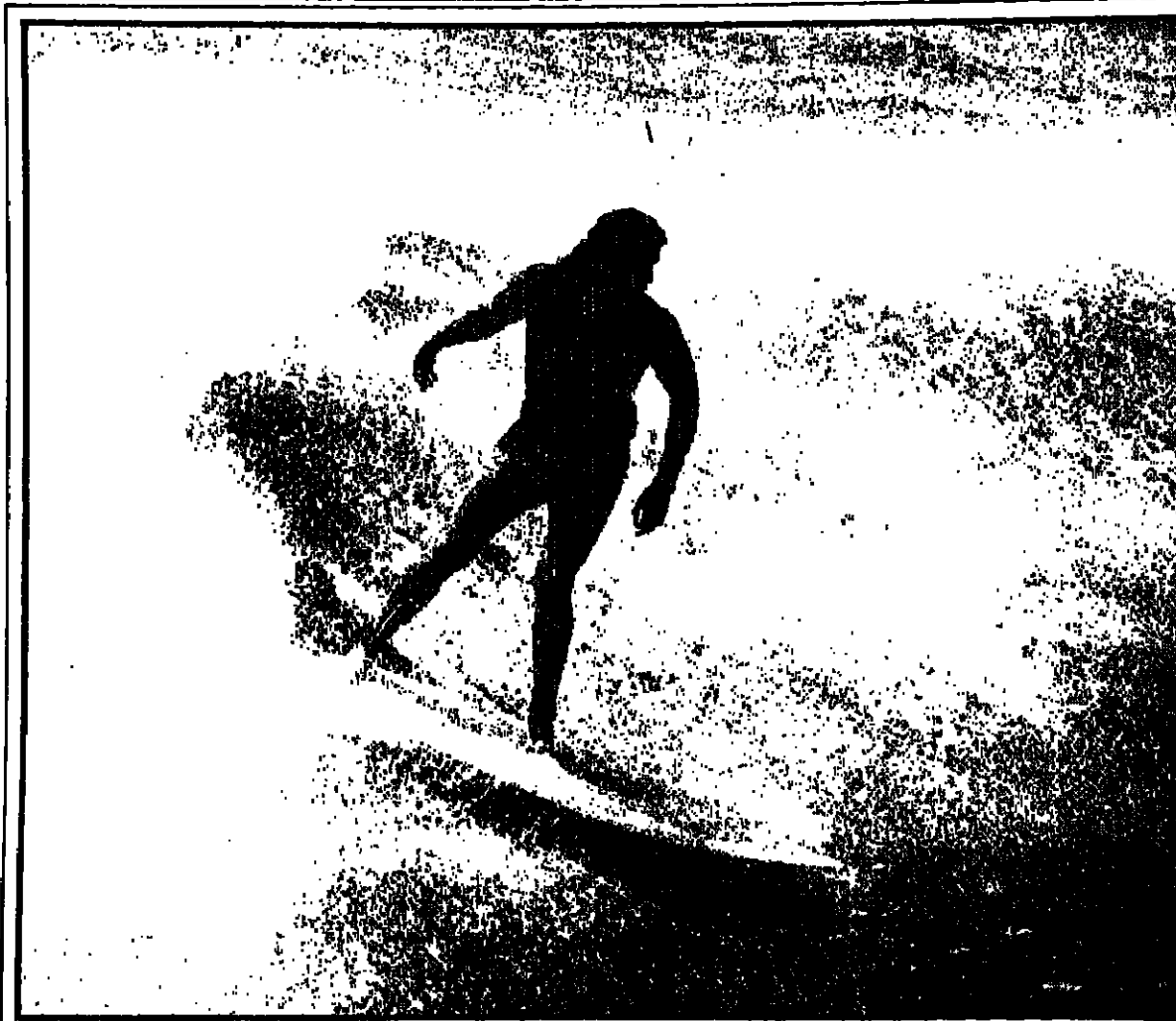
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## PLATFORM

## NEWS



Balancing acts: two faces of Californian collegians.



## Pale swots among the surfers

By noon on a typical July day, the campus of California State University at Sacramento appears all but deserted. It is high vacation, the temperature is nudging 100 degrees and even expatriate Englishmen think twice before venturing into the midday sun. But the desertion is more apparent than real: behind the tinted windows and the lowered blinds, there is plenty of activity. Not only the sort of money-spinning vacation activity (the occasional conference, the seasonal exhibition) familiar in institutions of higher education in Britain, but also regular classes provided for students anxious to accelerate their academic programme beyond what can be encompassed in the university's two main, 15-week semesters.

In fact, there are very few times in the year when classes of one sort or another are not in progress here. The latter part of the Christmas vacation is taken up with a "three-week session" which features intensive three-and-a-half hour classes, Monday to Thursday. Between the end of the spring semester and the beginning of the autumn, similar sessions flank a six-week summer school whose daily classes run for over an hour-and-a-half.

As might be expected, the range of courses on offer during these extra sessions is much narrower than that during the regular semesters, though departments try to ensure that "required" courses are made available. The English department, for instance, makes a point of scheduling core classes in all areas of the curriculum: composition, language, literature and teacher education. While it would be

Not all Californian students spend their summer vacation lolling by the pool, as Richard Adams discovers

very rare indeed to find individual students enrolling for all of the extra sessions available in the course of the year, the number who sign up for one or perhaps two each year is far from insignificant.

Student anxiety – or at least willingness – to attend classes while the rest of the world is lolling by the pool or seeking the cooler air of the mountains is partly explained by the fact that so many of them have full-time jobs that have to be pursued alongside their

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studies. And here I am referring not only to youngsters "working their way through school" but also to the large numbers of older students who return to university while already holding down prestigious and well-paid jobs in order to improve their qualifications, to retrain in a new area of expertise or maybe just to keep their minds sharp.

It is clearly more sensible for such "working students" to spread their

academic burden thinly over as many months of the year as possible than to concentrate all their classes into the spring and autumn semesters, with the undesirable likelihood of either an academic or a professional "crash". Even so, cases like Clark's are far from rare.

Clark is a liberal studies major, working towards a bachelor's degree and a "credential" to teach in a state elementary school (the equivalent of the British primary school). He has been at his studies for four years and has another one to go before he is fully qualified. He has taken an average of four classes each semester, with one or two more during the three or six week sessions each year. Last spring, when I happened to be teaching him, he had managed to arrange to take mostly morning classes, though there was one that could only be accommodated between 2 and 3pm.

The significance of this becomes clear when Clark's studies are placed in the context of the rest of his average 24-hour day. To make enough money to see himself through school he was – and, for that matter, still is – working the graveyard shift at a local Safeway store (many supermarkets in California are open around the clock).

This meant checking in at 11 pm and then working until 7 the next morning. After a short break to eat and freshen himself up, he started his first class at the university (which is fortunately only a 20-minute drive from his home) at 9am. Because of the one rogue class already mentioned, he had to stay on campus until 3pm each day, snatching time for a meal, seeing his professors, visiting the library and doing some private study between his various classes.

Only then could he go home, have a snooze and a shower, get in some further study and prepare himself for another stint in the supermarket. Clark's experience may sound hair-raising – and, indeed, it is – but it is by no means unusual for students at Californian universities (particularly those within the state system) to put themselves under this kind of pressure. Needless to say, Clark has not stopped his studies for the summer.

Not only Clark, however, but also

different. Lois graduated in English at a north-western university some years back and, having obtained her secondary teaching credential, took up teaching at a high school in the state of Washington. A few months ago, she decided to move to California and started looking for a suitable teaching job in the Sacramento area.

It was only then that she learned that her Washington qualifications carry no weight in this state and that she would have to obtain a California credential.

**It is up to each student to think carefully in advance about which classes to join each semester**

(a minimum of a year's study) in order to be able to work here as a full-time, tenured teacher. Hence the sight of her hurrying across campus from class to class throughout most of this long hot summer, looking unusually pale for an inhabitant of the Central Valley and browningly serious.

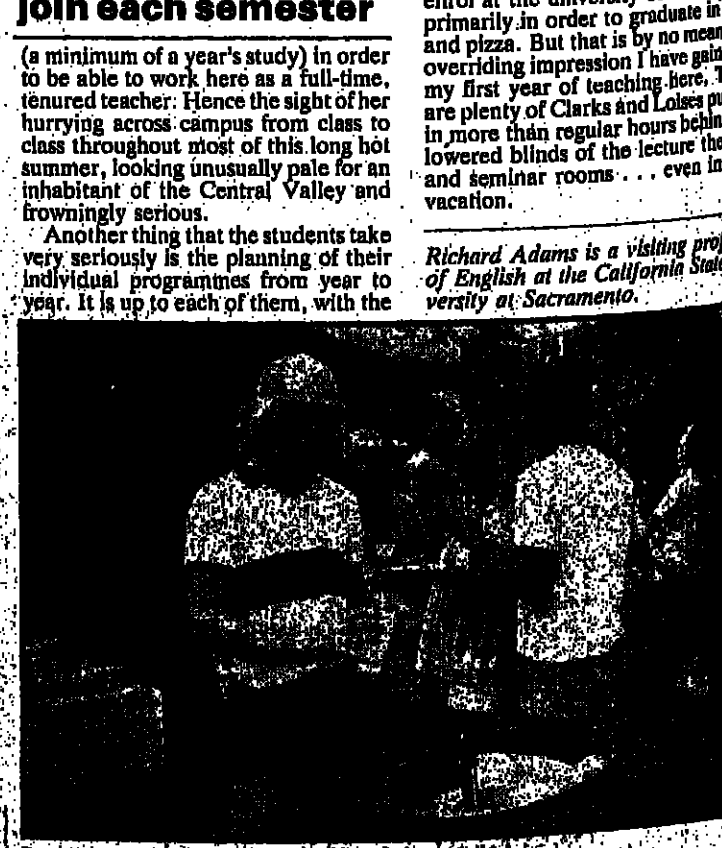
Another thing that the students take very seriously is the planning of their individual programmes from year to year. It is up to each of them, with the

aid of an academic adviser, to think carefully in advance about which classes to join each semester. They have to bear in mind that certain "prerequisite" classes have to be taken and mastered before they can move on to more advanced work, that it is unwise to take too many classes with a heavy essay-writing component at one time, that some advanced classes are not available every semester and that – regardless of their area of major study – they are required by the university to jump through some compulsory hoops (such as the writing proficiency examination) before they can graduate.

Discussing issues of this kind with members of faculty and registering in advance for their autumn classes is another summer-time activity for many students. And one who has to consider that there are 27,000 of them at Sacramento at any given time in order to appreciate something of the magnitude of the operation.

It is easy to get the impression from the media that Californian students expend most of their energies skiing, surfing and partying, and that they enrol at the university of their choice primarily in order to graduate in beer and pizza. But that is by no means the overriding impression I have gained in my first year of teaching here. There are plenty of Clarks and Loises putting more than regular hours behind the lowered blinds of the lecture theatre and seminar rooms... even in high vacation.

Richard Adams is a visiting professor of English at the California State University at Sacramento.



Party times dispensing iced beer American style.

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### Pressing ahead

Now is the time that embarrassed parents are seeking explanations as to why their offspring didn't quite come up to scratch with their O and A level results.

I can't pretend to have all the answers to exam underachievement but I can make a shrewd guess why a few of the 280 maths O level candidates who sat the exam at the Associated Examination Board's special "London Centre" might not have done as well as they should.

The "centre" is a luxury 3-star hotel which offers, the brochure says, comfortable furnished accommodation with "colour TV and trouser presses in every room".

Candidates who live outside London stay overnight to ensure, or so the brochure has it, they are at their best in the morning.

John Day, the AEB secretary general, is quick to point out that the board doesn't pay for accommodation and that exam failure cannot be put down to long nights pressing trousers or sampling in-house videos. "The students spend their time concentrating on passing their examinations," he explained.

I bet that's what they are telling their parents this morning.

### Don't call us . . .

This is the third week running that we have carried a less than flattering story about the NUT and I really am sorry – some of my best friends are NUT members, honest.

But this I couldn't resist. Spotted pinned up inside the telephone booth in the HQ of the union's Hamilton House HQ the following notice: "This telephone does not except incoming calls."

### Bad timing

I know that August is the silly season, but that's no excuse for London Weekend Television broadcasting possibly the best programme on education in years at lunch time on a Sunday.

Not only is it on when all sensible men and women are either watching or playing cricket, it also goes by the by-lane title of "Educating Britain".

The official LWT explanation is that the midday slot is a "prestige" slot normally occupied by "Matthew Parry and 'Weekend World'". All I can say is that I saw Mr Parry interview Mr Baker and "prestige" is not a word I would use to describe that performance.

Truth be told, I missed Sunday's broadcast and had to pester LWT's press office for a video.

Phone up the press office, demand a video (you can play it back at school if it is shown at a sensible hour. They won't give you the video but will get to bed up with the calls that the message might get through to the powers that be.

### Economy masters

Cooperation at having no one to talk to. The phone I look to asking through the pages of a fascinating document – the membership lists of the National Association of Governors Managers.

Improved illuminating reading and I am to understand why the DES is annoyed that governors, once they have control over the purse strings, will provide better value for money than specialist local authorities.

Members include Mr. C. J. Howes and Mr. Nigel Lawson. With governors of that calibre the schools' finances would be in safe hands, but it is not always the case. The DES is not a fan of the school's financial management.

Acronym

Michael Ryan was a 'quiet, shy, inoffensive' student. Sarah Bayliss talks to his former teacher

## The schooling of a gunman

Pottering about in his workshop on a warm afternoon last week, Robin Tubb, a college lecturer in building and construction had his world shattered. The peace of a long summer holiday in Hungerford, his Berkshire birthplace where four generations of Tubbs have served as town criers, ended with the sound of gunfire and the bloody deaths of friends.

The enormity of what was happening outside his home in Priory Road, began to dawn as he tuned into the radio and, on the FM channel, picked up police messages about the local man who had gone berserk and who was holed up in the John O'Gaunt school across the road. Four police marksmen lay in Mr Tubb's front garden, eyes trained on the third floor classroom where, as a child, the gunman had probably sat through English lessons and where, eventually, he committed suicide.

"The phones were down and all afternoon we couldn't move. We knew it was somebody local but we didn't know who it was until I heard the police negotiators say 'Mr Ryan' and I said to my wife, 'Michael – it's Michael Ryan'."

Eleven years earlier Michael Ryan had been a reluctant student at Newbury College on a one-year foundation course in construction for a City and Guilds qualification.

"I found him just a quiet lad who was very difficult to teach because he was such a bad attender. You have to remember it was 11 years ago with the ROSLA (Raising of the School Leaving Age) kids, some of whom were very reluctant to be at college. Some of them were of the lower ability range. It wasn't unusual to have kids like him."

"I was the course tutor and I had the bulk of the teaching to do. I remember him because he was just so quiet, inoffensive and shy. Maybe he was overprotected and indulged, it's not for me to say."



In memory: flowers in Hungerford

"I rarely saw him in town. I knew his family and his mother. His father was a clerk of works when I was working as a carpenter and joiner so I came into contact with him quite a lot."

Robin Tubb, aged 49, and three generations before him have lived in

Hungerford all their lives. "I'm just a Hungerfordian. My great great grandfather was appointed to the job of town crier in 1880 and I do the same, mainly from the town hall steps but also at jumble sales and fetes, mostly for charity."

Hungerford has somehow escaped the transformation of other country towns in the south and many of its 5,000 inhabitants have roots going back as far as John of Gaunt who gave it a charter in the thirteenth century. The close ties in this hitherto uneventful place mean that Robin Tubb knew most of Ryan's victims – 16 dead and 13 injured – with the exception of three.

His 26-year-old son, a contemporary of 27-year-old Ryan, lost two childhood friends, Marcus Barnard, a taxi driver, and Francis Butler. Among those seriously injured is George Noon whom Mr Tubb has known since they were both apprentices for the same building firm.

"He lives four doors away and I see him every day. It's difficult to believe I haven't seen him for nearly a week."

The college term starts on September 7 and earlier this week there was work to do, interviewing new members of staff and checking the timetable for the 48 new students who have been accepted onto the course for the Construction Industry Training Board.

In the meantime Robin Tubb will begin to live with the shattering events of August, lending a hand to the town's disaster fund and the counselling service which has been set up with expert help. As a member of the town band committee – he plays the bass trombone – he helped take the awful decision to go ahead with their annual fete last weekend.

"The attendance was very high which I don't think was the ghoulish element. It was people wanting to talk and wanting to help."

As he was bashing tent pegs into the ground a television crew caught him unawares and suddenly he found himself talking about his personal ordeal. "I suddenly opened up and it was like getting muck off the windscreen."

## Sofer offers voucher proposal

The SDP's leading educationist this week called for a school voucher scheme to widen parental choice – and then waited for a storm of protest from political allies at next week's party conference in Portsmouth.

Mrs Anne Sofer, said all parents should be able to cash vouchers at state schools and independent schools that "opted in" to the system.

Such schools would have to meet four requirements:

- be recognized as efficient by Her Majesty's inspectors;
- accept only vouchers, and not charge additional fees;
- not select children by test, report or interview;
- publish information, including exam results, in the form required by the Department of Education and Science.

Under Mrs Sofer's proposals, outlined in a discussion paper, local education authorities would fix the value of vouchers, with special weighting for children from disadvantaged backgrounds.

All schools would employ their own staff and manage their own budgets, while i.e.s. services, such as training and educational psychology, might be turned into consultancies which they could buy into.

Mrs Sofer also suggested that the state should "buy" places in selected independent schools with high-quality sixth forms.

She called for higher salaries for teachers and a one-year Postgraduate Certificate of Education, based in institutions, by a system which linked the job training with the first two years in schools. The present PGCE, she said, was a "dead-end" for young graduates uncertain of their long-term career in teaching and older graduates wanting to "come into the profession" after a period of work in other fields.

## 'Assess schools by behaviour,' says DES

Continued from page 1  
ment's work is to help schools ask the right questions about their own performance."

Data would be assembled from administrative records, pupil profile procedures, interviews with the public and questionnaires to pupils, parents, and potential employers. Performance indicators introduced in line with the paper's recommendations could be used by schools in standard ways so the information could be readily understood by parents and governors.

"Performance indicators should aid in reaching decisions. Common to all efficiency and effectiveness techniques is the need to define objectives clearly; to find out how existing practices serve these objectives; to ask whether there are alternative ways of meeting the objectives; to find out how much the various alternatives cost; and to ask if existing practices are leading to quality provision and value for money or if greater quality and value can be provided by making changes," the paper says.

It stresses that its proposals on social behaviour will need "extensive examination" and goes on to catalogue a list of possible objectives and methods of data collection.

An attendance objective might specify that "each class should have an average attendance throughout the winter and spring terms of 85 per cent or better". It adds "Within the general objective for attendance, unauthorized absence would need to be monitored systematically against standards set by period of day and year of course."

"Truancy would need to be given a clear definition within the general definition of unauthorized absence. Objectives would need to be set by year of course and time of year based upon a survey of recent experience, most likely based upon nationally set standards and conventions."

A disciplinary objective might aim at keeping the number of recorded disciplinary sanctions to below a certain percentage of pupil numbers. The approach and objective would be based upon internally set procedures. It will be for consideration whether an externally moderated objective by using any

police records, would also be appropriate. Close liaison with the local police authorities would be required to obtain suitable comparative statistics."

A second disciplinary objective might be to "keep the proportion of pupils found guilty of indictable offences below the average level for the age group within the locality".

The document notes that the behaviour of pupils is a "major concern" of parents, governors, staff and many members of the public.

Parents' and teachers' involvement in the assessment of behaviour might be built up through the inclusion of a sheet in the pupils' profile folders, it suggests. "But the extent to which members of the public should be expected to contribute to any assessment is also an important consideration."

A "demeanour objective" might thus specify that "pupils' appearance to the public on arrival and departure from school should be classified as satisfactory or better by at least 90 per cent of those approached in a sample survey". Senior pupils could carry out the interviewing.

Questionnaires could aid assessment in several areas, the paper argues. Parents could fill in a form about performance in extra-curricular activities.

And a questionnaire might be sent to local employers about their recent experiences in recruiting, training and retaining young people aged 16 to 19.

The inclusion of a section on post-schooling performance "implies that the school has a responsibility to have concern for the activities of its ex-pupils at least for a short period after leaving, say up to the age of 19", the paper explains.

An explicit reference in a school's report to governors to the socio-economic group of parents is unlikely to be acceptable or constructive of good relations," it notes. "Unless measures of the 16 plus group's intake ability were available, schools might be assisted by their i.e.s. with DES guidance, to assess their expected achievement in some other way."

"The thought in developing some sort of 'parental index' which could be categorized according to, say, social

economic context and by reference to local advisers' knowledge of special circumstances affecting the history of a 16-plus year group in any year, arriving at a placing in one of, say, 10 'bands' of expectation which could be legitimately presented as being based upon a method of self-classification."

On GCSE examination performance, the document suggests three levels of objective to be achieved by the end of the secondary school fifth year. The first would aim for 65 per cent of pupils to have gained five or more passes, including passes in English and maths, at grade F or better. The second would specify that 30 per cent of pupils should have achieved at least four passes at grade C or better. And the third would aim to restrict the numbers of youngsters failing to achieve a single graded result to ten per cent.

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**B** The chronic lack of science teachers and the impact of Mr Baker's educational reforms dominated discussion at this week's British Association annual meeting 1987 in Belfast. Ian Nash reports

## Wide gap splits good and bad at maths

One in four school-leavers in Northern Ireland has an arithmetical age of 12 years or less in a recent study called the Trawl Project, designed to test how effectively pupils were prepared for adult life.

Numeracy tests confirmed that by UK standards the province had a good proportion of high-flyers, but a long tail of people who were barely numerate. Professor Peter Daws, head of the University of Ulster in-service education department, told the BAAS this week.

Many pupils of high ability lacked what was needed to conduct themselves effectively at work. "One finds the physics student with an inadequate knowledge of basic tools and electrical wiring, the arts student who completes an application form badly, and many who cannot apply simple arithmetic to understanding household tasks."

Awareness of further education and training courses on offer was "unexpectedly and disturbingly poor" and pupils seemed "ill informed" about how to achieve their desired goals beyond school, he said.

They revealed a similar lack of awareness of economic and financial matters, although their health knowledge, particularly regarding smoking and solvent abuse was "impressive". Fewer than one-in-three were good at completing job application forms, with girls proving considerably more capable than boys.

The results of the four-year project involving a representative sample of the province's 280 secondary, including grammar, schools are certain to be used as ammunition by critics of the selective system.

Polarization of academic achievement between the more and less able was already highlighted, particularly in mathematics, by work of the Assessment of Performance Unit in the early 1980s, which suggested that those suffering most were pupils of average ability.

The British Association is the country's leading forum for discussion about science in all its many aspects. More than 2,600 people gathered in Belfast this week and took part in 400 features. There was also an extensive programme of films, exhibitions and visits and numerous informal "get-togethers".



Anne Henry of Regent House grammar school in Newtownards, Northern Ireland, received a special award in the BAAS poster competition.

## Baker attacked for trying 'too much, too quickly'

A blistering attack on virtually all the latest Government education initiatives was delivered by Sir Roy Harding, secretary of the Society of Education Officers.

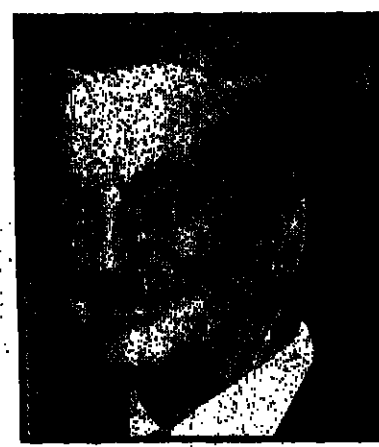
Sir Roy accused the Government of "confused thinking" about the management of change in schools and said that too often educators were left to learn from "reliable" experience while essential in-service education and training was neglected.

Sir Roy, who is a member of the Higginson Committee inquiry into A levels, laid into virtually every sacred cow of Mr Kenneth Baker, the Education Secretary, criticizing the Government for "premature" decision-making, inadequate research and "unrealistic" expectations.

While he believes the education profession welcomed the GCSE, he warned that the projected move from "norm" to criterion" referencing was being demanded without adequate research into the implications.

"Too little thought and research had gone into describing and recording performance, the ambiguity of broad criteria, the meaning of mastery of ideas and the possible fragmentation of the curriculum."

Singling out mathematics, he said: "Moreover, criterion-referencing could produce precisely the opposite



Sir Roy Harding

effect to that recommended by the Cockcroft committee." Namely, an emphasis on understanding and doing rather than memory.

"Too much is being attempted too quickly, however worthwhile the individual elements may appear to be, and often with an inadequate research base," he told delegates to the oldest organization established to debate issues affecting science policy and development in Britain.

Another cause for concern was the

rush to establish the Technical and Vocational Education Initiative as a "universal" scheme before its experimental phase was completed and while there was still considerable international disagreement over its value, with many countries now rejecting vocationalism in schools.

On top of the GCSE and TVEI, there was now the national curriculum. Some, but by no means all, of the ideas behind the proposal were to be welcomed, he insisted. "The proposed speed of action is unrealistic to anyone who has had any classroom experience and is baffling to those who have had any practical experience of introducing GCSE."

Furthermore, the stated intention of introducing tests at 7, 11 and 14 without prior consultation and consideration of the major problems involved, is "breathtaking", he said, citing examples such as Ontario where the imposition of a state wide curriculum has led education authorities to reject the use of such tests as unnecessary.

Local financial management, proposals for schools to opt out of local education authority control and moves for greater centralized control of the curriculum took away the opportunity for L.E.A.s and heads to plan and manage schools sensibly, he said.

The move to in line with plans to reshape radically future BAAS annual meetings, making them, in the words of Mr David Morley, the association's executive secretary, "more of a festival of science" or "scientific amusement arcade".

Full details of the competition will be announced next month and the final judging will take place next March, with the best of entries being shown at the Oxford annual meeting.

A spokesman for the BAAS said there would be 15 subject sections there would be 15 subject sections there would be 15 subject sections

strengthen the organization's links with schools and increase membership of the BAAS among pupils and teachers. Activities for young people already make up two-thirds of the association's work and include fostering links between young people and the scientific community, helping stimulate project work through competitions and organizing science fairs.

The BAAS would also like to see: a greater cross-curricular contribution to science education; such as by involving history teachers in the history of science; the broadening of the curriculum from 16 to 19 and a relaxation of the entry qualifications imposed by higher education; and an end to the current shortage of qualified mathematics and science teachers.

## Policy group upset by preferential pay call

Sir Kenneth Durham demanded more spending on science teaching in his presidential address.

But he caused a stir, upsetting leading members of the BAAS policy council when, outside the meeting, he called for preferential pay rates for science teachers, saying "this is the law of supply and demand".

Majority opinion within the association is that positive discrimination in favour of any particular group militates against the best interests of encouraging teachers to work together and to share curriculum responsibilities.

In his speech, Sir Kenneth cautiously emphasized the need to increase resources to ensure broader access to science subjects for the benefit of the national economy.

"If this is not achieved, we could produce a community that is scientifically more illiterate than ours is today. It could mean that in less than 10 years the manufacturing industry of this country would be uncompetitive in world markets," he said.

He criticized teachers for being "obsessed over the past 18 months by pay, status and negotiating conditions". While he felt there was some justice in their claim, he said "I consider we have a right to expect that we can still examine with objectivity, in a detached way, what are the fundamental educational needs."

The education system could not, however, be steged out for criticism. "We in the British Association recognize the problems that face us - the apathy of society at large; an education system that either reflects or promotes this apathy; industry which has been less skilful than international competition in harnessing new technology; and governments, of whatever colour, who simply do not see clearly what is their role in either promoting the importance of science or funding research."

## Looking to a festive future

All secondary schools in central England will be invited to take part in a national educational video film-making competition in the run-up to the 1988 annual meeting of the British Association, in Oxford.

Pupils will have until March to make films on a science subject of topical interest. The competition will be sponsored by Central Television and Oxford Films, who will provide a panel of judges, probably including the Oxford historian Anthony Burton.

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## Rallying round at a trial for misconduct

A misconduct hearing against 72 teachers who would not supervise examinations in 1985 has begun in Cape Town.

Costs are estimated to run as high as R100,000 (about £30,000). The teachers refused to administer the exams after several months of boycotts and school closures, saying pupils were not ready.

The hearings are held under the auspices of the Department of Education and Culture from the tricameral House of Representatives which purports to represent Coloured people. Many students stayed away from school during the hearings, which attracted hundreds of people to the first days. University of Cape Town academics were drawn into the arena when the University Academic Association objected to the hearings taking place.

A campaign called "The Hands Off Our Teachers Campaign" is supported by several groups including the United Democratic Front, the Congress of South African Trade Unions, the Cape Youth Congress, the South African Council of Sport and the Western Cape Teachers' Union.

The teachers could be dismissed, called on to resign, demoted, transferred, fined up to R400 (about £150), cautioned or reprimanded. The number of pupils staying away in the Western Cape was aggravated by the shooting of Ashley Kriel, a young African National Congress leader and former Western Cape student activist.

## Technology training plans set

Peter Gulliford on grants to promote industry-university liaison

Projects that will be funded under the first phase of the European Economic Community's Co-operation in Education and Training in Technology programme have been announced.

COMETT aims to develop links between universities and industry to ensure that staff trained in new technology meet companies' requirements.

Projects, selected from a total of 1,500, include the creation of a European network of 70 company-university training associations; 217 student training periods and 15 grants for industrial and university staff; and the development of in-service and multi-media training systems.

Some co-operation took place between the directorates' general responsible for education and for science and technology. It is therefore possible some projects will receive grants from both COMETT and DELTA, the Commission's programme to encourage advanced learning through research co-operation among EEC industries and universities.

Now that the Commission's proposals for research speeding have been passed, DELTA stands a good chance of approval.

Applications for the first stage of grants topped 85 million ECUs (about £50 million). Final expenditure, however, will be just 5.6 million ECUs (about £3.6 million).

One spokesman describes this as "a victory" but such is the EEC. There is a lot of money available but it is not easy to get it. The EEC is a very complex organization and it is not easy to get it.

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### SOUTH AFRICA

Pat Sidley on one of the results of Cape Town teachers' refusal to supervise exams in 1985

At the same time the Department of Education and Training (which looks after "African" education) closed Langa School, a Black high school in Cape Town, saying it wanted to "restore order" to resolve problems at the school.

Parents, students and prominent Western Cape leaders, including Anglican Archbishop Desmond Tutu and World Alliance of Reformed Churches President, Allan Boesak, re-opened the school, calling the DET action "provocative".

Tension at the school began about two months ago when a group of athletes went on a DET-sponsored trip - against the wishes of most pupils.

The National Education Crisis Committee has pinpointed several problems at Langa, including overcrowded classrooms and a shortage of textbooks and furniture. The continued detention of several students, many of whose colleagues are "on the run", has inflamed an already hostile situation.



Learning difficulties: boycotts and school closures add to the problems of students

## Panel licks the Reagan stamp of approval

### UNITED STATES

In a move seen by critics as a bid to put the ideological stamp of the Reagan administration on teaching throughout America, the US Education Department is setting up a "significance panel" to review the ethical merits of all Federally-funded projects.

In doing so, Mr William Bennett, the Education Secretary, is going directly against the wishes of the House of Representatives, which recently passed the School Improvement Act. This expressly prohibited the establishment of a significance panel, along with various other controversial changes proposed by the Department.

However, it will not become law until passed by the Senate, which is to consider similar legislation in the autumn. Unless and until the Senate rules otherwise, Mr Bennett is free to go ahead.

The panel, to be composed of teachers, parents, public representatives and education experts appointed by the Department, is seen as a move to placate conservatives who have

criticized Federal programmes for promoting secular humanism and undermining religious values. Its supporters argue that it would screen out programmes that endorse such unacceptable topics as racism, crime and brutality.

Opponents claim it will be used for ideological and political censorship, and that existing review procedures are quite sufficient. They have a point. Educational programmes are currently screened by the diffusion network, a department headed by Ms Shirley Curry, former director of the conservative Eagle Forum. She was appointed after the forum had criticized previously approved education programmes for undermining parental authority, patriotism, religious faith, family cohesiveness and sexual abstinence.

It seems fair to assume that with the coming of Ms Curry, such programmes, if they existed, are no longer being approved. However, the Education Department has apparently decided that it needs a second tier of censors.

According to Mr Ronald Preston, the Deputy Assistant Secretary, the aim of the panel is to give more credibility to diffusion network programmes by subjecting them to a stringent review that would prevent "grossly unethical" proposals from getting through. He denies, however, that the Department is trying to censor programmes objectionable to conservatives, claiming that it is attempting to give schools a better selection.

One Congressional aide commented: "Ron Preston will make up these great far-fetched examples about abortions. But the panel has never had that problem. They're raising an issue that has never been an issue. Congress's attitude is: if there has never been a problem, why try to fix it?"

Bill Norris

## Blooming early...

A supportive home where children are given the chance to develop their skills is the key to fame in areas like athletics, mathematics and music. This was the lesson drawn by Professor Benjamin Bloom, the distinguished American educationist.

Professor Bloom was reporting the results of a large research project to the seventh world conference on gifted and talented children, held at Salt Lake City. The project, undertaken at the University of Chicago and funded by the Federal Government, studied the early lives of 120 gifted individuals. Among these were outstanding mathematicians, musicians and Olympic gold medal winners.

The theme of the conference was the importance of the home environment in the development of gifted children. Professor Bloom said that the home environment was the most important factor in the development of gifted children.

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## Showing Mr Baker the way

### PAPUA NEW GUINEA

Martin Kyndt on 12 years of reform in the Pacific

Some of the measures the Education Secretary intends to introduce in England and Wales are already tried and tested in a country not renowned in the West for radical education policy - Papua New Guinea.

Two aspects of Mr Kenneth Baker's reform programme - decentralization and a national curriculum - are established features of the educational structure in this former Australian territory.

Since the country's independence in 1975 education has played a central role in development initiatives and much progress has been made. A national curriculum and final examination, developed by a special unit, produces culturally relevant material. Each subject is supported by comprehensive teaching materials with the aim of achieving an equal standard throughout the country. This uniformity also aids mobility of labour.

Standards are maintained and monitored by an "inspector" structure with a wider brief than that of the HMI in Britain. School inspectors regularly assess the progress and ability of teachers, using performance guidelines. Those who fail to meet the minimum requirements face the possibility of disciplinary action that could, in extreme cases, lead to dismissal. Those who show potential are encouraged by the inspectors to apply for promotion.

Giving schools responsibility for their own budgets is a central theme of Kenneth Baker's campaign for educational reform. In Papua New Guinea this is already a well-established practice. Funds are channelled from national government via the provincial governments (county councils) to each school. It is the headteacher's responsibility to ensure that all aspects of the school are adequately funded. This responsibility includes budgeting not only for subject departments but also for maintenance and school meals.

Voluntary Service Overseas opened its Papua New Guinea programme in 1960 and has since played a significant role in the development of the country's education system by providing qualified teachers willing to work for local salaries with volunteer status. The programme was established in response to the Government's request for teachers and has since grown and diversified into other skill areas such as health and agriculture.

The savings achieved by attracting overseas staff willing to work for local wages have been channelled into curriculum development, service expansion and other areas. Many volunteers have stayed on after their 180 years of service to take on senior responsibility in either the curriculum unit or as regional inspectors.

Nevertheless, the Papua New Guinea Department of Education and VSO have planned a phased withdrawal of volunteer support by the late 1990s, when it is hoped that enough national staff will be trained to create a fully independent system.

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# The last frontier?

Lessons in human values from Peshawar  
by Mike Miles

Formal facilities for disabled persons have customarily been squeezed from the fat of society - bestowed charitably upon those perceived as deserving "victims". Can roles be reversed, turning handicapped or disadvantaged children into dynamic contributors to a rapidly-changing social system? Such an experiment began 13 years ago at the Mental Health Centre, Peshawar, in Pakistan's North West Frontier Province.

The circumstances have been inauspicious. Fielding mentally-retarded small girls or multi-handicapped teenage lads as social revolutionaries, in an economically backward region renowned for male chauvinism, blood feuds and staunchly unconstructed Islam, seems a Quixotic venture. However, it has seen some success. The Mental Health Centre was founded in 1972 by John Bavington, a British psychiatrist. Facilities for the mentally ill then comprised an old-style lunatic asylum and indigenous remedies by holy men at shrines. Bavington and his colleagues attempted a "therapeutic community" approach to psychiatry, and a community mental health scheme, innovations which fell on stony ground. Lacking adequate staffing and funds, they were finally choked by hospital politics in 1977.

One activity survived: a playgroup for mothers with mentally-retarded children. Some severely depressed Pukhtun women, attending for psychiatric treatment, provided the stimulus for this playgroup to start in 1974. They all had disabled children, a source of grief and shame unrelieved by any information on home management. The playgroup met some of their needs and, when the main psychiatric work collapsed, it inherited buildings, goodwill and the demands of the Frontier population of 12 million.

In 1978, Christine Miles, a Welsh special school teacher, took charge of the playgroup. Martial law had recently been declared by General



What place is there for special education when half of Pakistan's 40 million children never go to school?

Zia-ul-Haq, himself the parent of a handicapped child. The International Year of the Child (1979) followed, with a focus on childhood disability that intensified during the Year of Disabled People (1981). A small current of events began to flow in favour of a previously invisible segment of society.

Over five years the playgroup became a school for 40 mentally and multi-handicapped pupils, with staff training and a physiotherapy unit. Literature was produced for family counselling. The *Pakistan Times* reprinted one advice pamphlet, occupying its entire correspondence columns. These resource and training facilities became the dynamo to start small rehabilitation

centres run by community groups in eight Frontier towns.

Looked at like this, the growth seems remarkable. In fact, it penetrated a multiplicity of social and religious barriers. Staff members, facing handicapped children's demands for acceptance, learnt to cross other gulfs that normally divide communities. Here, against custom, Pukhtuns and Punjabis, Muslims, Christians and Balmikis, speakers of Pushto, Hindko and Urdu, males and females, townspeople and village dwellers, work together in harmony - with periodic uprisings. When the peace is breached, I appeal to them: "If we can't work together here, respecting one another's differences, what hope

for Pakistan?"

The school system is a museum-piece left over from Victorian Britain. Half of Pakistan's 40 million children never enter school and those who do, half fail to complete primary education. Eight out of 10 adults cannot read. Population growth far exceeds provision of schools. What place for special education?

An important place, I believe. First for the sake of human rights, equality of esteem and opportunity. Supported in theory by the ideologies current in Pakistan - Islam, Socialism and mixed bag of Western values - this argument is attenuated by the poverty of educational facilities for the rest of the population. A more powerful

## Degrees of enterprise

The traditional honours degree is not the only way to bring students alive intellectually, argues  
Gerald Collier

everyday reality in contemporary institutions whose prevailing culture is dominated by specialized didactic teaching.

In the simplest, most modest form, this means building the units of study, in freshly minted courses, on problems or questions that have that bite of reality which will engage the students at some depth, being in many cases derived from their first-hand observation; and incorporating a good deal of informal small-group work into lectures and seminars, using "buzz groups" and similar techniques to analyse specific concepts or cases within the formal context.

Such approaches have been cogently argued and persuasively presented in the publications of the Further Education Unit (FEU), and more recently by BTEC in its series of documents on the practical implementation, inside and outside the classroom, of its policies for developing students' powers of thought and personal initiative. The policy documents of the Certificate of Pre-Vocational Education have a similar orientation. Thus for the 16-21 age group there is a rather general shift of policy and practice in this direction, which, however, has not yet penetrated very far into the world of specialist academic teaching.

At its most ambitious, a policy of building on peer-group co-operation would be implemented in one or other form of "syndicate" method. In one version of this technique a class of (say) 25 students is divided into syndicates of five students. The material to be studied is presented in the shape of a series of assignments to be handled on a team basis. An assignment consists of a problem or task composed perhaps of a set of sub-tasks and a resource list of book chapters, journal articles, first-hand observations and/or visual materials, computerized data and/or other

documentation, specified in detail and readily accessible. The task of searching the various sources is divided between the members who then hammer out between them the views they develop on the topic under review. The intensive debate within the syndicates is the heart of the technique: the members of a given syndicate have searched different sources, perhaps imported different personal experiences, and they have no knowledge of what the lecturer or the department regards as orthodox.

Each syndicate produces a written report of its views, including (if the members wish) a record of any dissent. The tutor circulates a summary of the reports for debate at a plenary session, with whatever corrections of misunderstandings or imbalances are needed. It is no less essential here than in a customary course that the students should emerge from each phase with a firm command of the developing conceptual structure and the supporting evidence.

Practical stages? The design of assignments calls for skill and imagination: they must not only have an immediate significance for the students but carry them forward into the assessment of complex subject-matter, and the evaluation of arguments which develop their powers of critical

judgement. Accessibility of source material can be a problem: detailed arrangements have to be made with the library and a bookshop.

More important, the roles of the teacher and the students are radically different from their previous experience and it is not always easy for either party to adjust: for students to overcome their dependence on institutional orthodoxy and customary assessment systems or for the teachers to divest themselves of the habit of didactic authority. Nor is it always easy for teachers to establish the kind of openness or candour needed in the more informal and personal setting.

More important still, the students are spending considerably more time and effort on the "deep processing" of the subject matter, on digging down into the inner core of the arguments and assessing their validity, than when they are struggling to assimilate the material of their lectures and textbooks. It is consequently vital that the method of assessment should give adequate scope for the higher intellectual skills and avoid the heavy concentration of basic material which dominates many customary examinations. The climate of opinion in the institution must be such as to make this practicable; and time must be taken to demonstrate to students the purpose and structure of the alternative methods of assessment.

In a slightly different version of the technique used in a medical school in Australia, a year-long group of students is divided into syndicates of eight members and the units of study are a series of "problem boxes". Each of these consists of a clinical problem, at a level of complexity suited to the stage reached by the class, presented in the form of an audio or video cassette and a set of reports and records, together with a sequence of questions to be followed through and a number of

argument is that society badly needs the human space and experimental elbow-room that go with special education: plus the humility, peace and joy that special kids contribute. Special education can be a two-way process - not just something that society does (or fails to do) to handicapped children.

Faced with a pupil who is unable to learn by rote, the teacher must rethink the whole business of learning. In the ordinary school such thoughts are not permissible - pupils who fail to conform are ejected. The special school then remains the sole test-bed for innovation, indeed for revolution - Copernicus enters the classroom when the educational Universe ceases to revolve around the teacher.

*"Montessori, Pestalozzi, Popocatepetl will steal their hearts away."*

Beyond school, people with special needs contribute their invaluable demand for flexibility. Young women who, through mental handicap, conform neither to the legal expectation of personal responsibility nor the social expectation of marriage and child-bearing, require and extend of legal and social space in which to live and

*'The difference between remaining "human junk" or leading a life with human dignity will depend upon their countrymen'*

more. Both Pakistan and Britain recently moved their highest legal machinery to accommodate such individuals. The Pakistan case, in which a mentally and visually impaired servant was imprisoned for the "crime" of being impregnated by her master, provoked nationwide fury until the Supreme Court cleared her.

On a broader plane, most developing countries face increasing lack of congruence between population, skills and jobs, exacerbated by uneven distribution between neighbouring communities. The gap widens steadily between powerful resource-controlling elites and the jobless, uneducated, driven masses. Among the latter, extension of basic health care causes an increasing number to survive severe childhood impairments, epidemics and accidents, to become powerless, disabled adults at the bottom of every human junkheap.

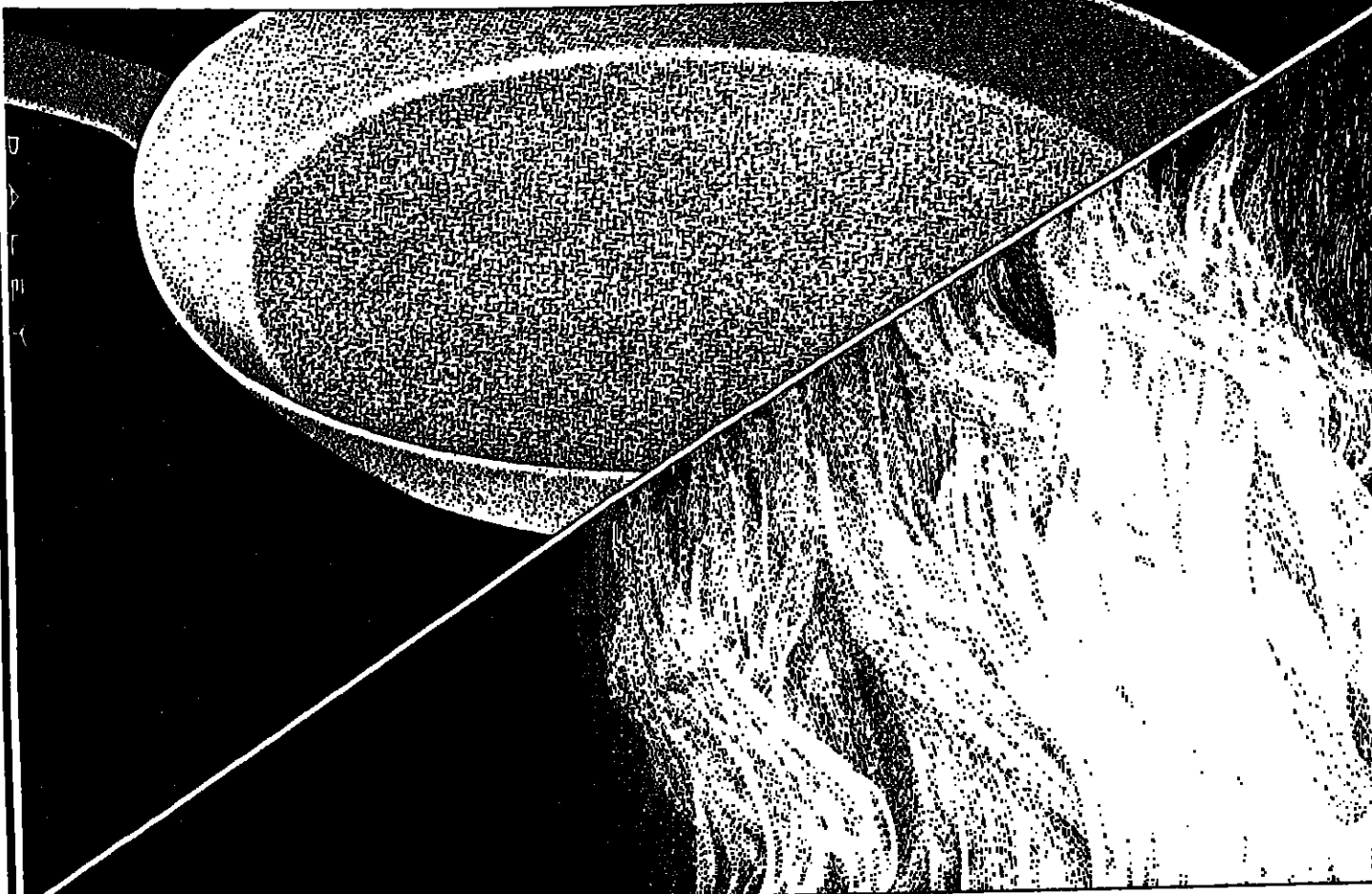
For these millions, the difference between remaining "human junk" or leading a life with human dignity will depend upon their countrymen discovering some models for celebrating difference, perceiving wholeness in spite of disability, formulating a new mathematics for accounting human value. Pupils in Pakistan's special schools are making their contribution to this vital research.

specific references to easily accessible sources. The internal procedures in the syndicates are similar to those described earlier, but the relationships in these larger groups tend to be more formal, less intimate.

The organization of an academic course on this basis does two things: it generates greater involvement of the students in their studies, and with this a shift of focus from the satisfying of the teacher's requirements to an understanding of the realities under scrutiny; and it engages the students from the start in the exercise and development of the higher order skills. Other kinds of competence are also fostered: a capacity for effective team work; a commitment to individual enterprise. In many cases teachers and pupils working for A-level examinations might well find in such an approach a more appropriate preparation for higher education than the more formal didactic style.

There are three main obstacles to such a development. The first is the fact that most of those who design degree courses have never experienced the dynamism generated in a syndicate-based context and cannot therefore attach any reality to the idea, or to its potential. As McGregor once remarked, "our experience with really effective groups has been so limited that we do not have clear standards of what could be". The second obstacle is summed up in the proverb about the good being the enemy of the best: teachers accustomed to witnessing the sluggish progress of their ablest pupils under good conventional teaching are not easily convinced of the need to create fresh course structures for a different range of students pursuing a different set of objectives.

And finally, new degree courses on such lines will not attract students unless they are actively marketed: as the Council for Industry and Higher Education has urged, the crucial need in economic terms is not for calculating the "demand" for currently available courses but for actively marketing a new type of course and creating the



## Without the option

David Forbes describes the  
Scottish experience  
of direct  
government funding

It is interesting that Scottish schools are to be denied the opportunity to opt out of local authority control by becoming directly funded by the Government, at least for the time-being. In part, this reflects the fact that they have as yet no boards of governors ready to take charge, as in England. Nor has Scotland experienced the controversial policies of so-called "loony-left" authorities to provide an excuse for such legislation.

So, with over 90 per cent of pupils in maintained schools, probably have a stronger perception of local authorities as the normal providers of educational facilities than English parents. It is therefore hardly surprising that the Secretary of State for Scotland, with few Conservative colleagues to support him, is unwilling to embark on a course of action which the vast majority of Scots would regard as totally irrelevant.

But Scotland does have some experience of directly funded educational institutions, experience which may provide a further explanation for Scottish suspicions of the opting-out proposal and which may serve as a cautionary tale for schools and colleges in the South. Scottish colleges of education and central institutions have for many years been financed by a recurrent grant from the Scottish Office and are run by boards of governors. In theory, at least, they are autonomous institutions. In practice, however, the recent

*'Cuts are more easily accomplished when the Government holds the purse strings'*

history of the colleges of education suggests that direct funding often leads to less rather than more institutional security and less institutional autonomy.

In 1978, there were 10 colleges of education in Scotland which, between them, produced most of Scotland's teachers through their monopoly of diploma and postgraduate courses and their near monopoly of the BEd degree. Stirling University was the only other institution providing mainly the stream teacher training. An attempt by the Labour administration to reduce the number of colleges failed in 1977 partly because of resistance from its own backbenchers but also because of the vigorous efforts of the opposition parties and of such as George Younger and Alec Fletcher. Since 1978, successive Conservative administrations, the first with the same George Younger as Secretary of State for Scotland, have reduced the number of colleges to five. Scottish numbers are less than half those of 1977. There are fears that there are more cuts to come.

Such cuts are not unique but arguably they are more easily accomplished when the Government itself controls the purse strings. Whereas in the English colleges, while the University of

activities and become colleges of higher education, this option was denied to the Scottish colleges some of which, for example, proposed introducing DipHE courses but were turned down. As far as the Scottish Office has been concerned, diversification has been restricted to renting or selling surplus accommodation with the income generated being retained not by the colleges but by Government.

A local authority might be able to act as a buffer providing some protection from a central government determined on cuts and might be more responsive to local needs and feelings. The more remote politically and geographically the source of funding, the less responsive is it likely to be to local opinion. At a time of falling rolls, this should cause any school or college considering opting out to pause for thought. From the point of view of the individual member of staff, being employed by the board of governors rather than by the local authority might place him or her at risk. If an institution controlled by a local authority does have to be closed, staff can be redeployed in its other institutions. The independent board of governors has no alternatives to offer.

Nor is it simply a matter of the survival or demise of colleges. Over the past 10 years the Scottish Office has involved itself more and more with the internal affairs of individual colleges, precisely on the grounds that it is the paymaster. When this occasionally provoked some resistance, new legislation was introduced to undermine the autonomy of the Scottish colleges of education. These new regulations, enacted just before the dissolution of the last parliament, reduced the size of boards of governors ostensibly to achieve greater efficiency and economies. In practice it has meant a reduction in the representation of consumer interests - students, teachers, and local authorities - and a strengthening of the influence of the Secretary of State's nominees on the boards. A further step in this direction was the removal of each board's right to elect its own chairman. Now the Secretary of State makes this decision. The regulations also require boards to supply the Scottish Office with any information it may require, including quite specific details of each lecturer's workload.

Staffing provides a good example of the extent to which the Scottish Education Department has largely neutered the functions of the boards of

governors. For many years the Scottish Office has used staff-student ratios to determine the staffing entitlement of each college. Though this formula was imposed rather than negotiated, it acquired a kind of recognition. Promotion was based on a points system. Together with the Scottish Office's control of funds these factors prevented boards from doing anything outrageous while leaving them the freedom to decide how best to meet the needs of their own colleges.

Now, however, the Scottish Office has replaced staffing entitlement with the notion of staffing ceilings, that is, the absolute maximum allowed to be employed, and not necessarily funded by the Scottish Office as staffing entitlement was. No appointments can be made without the prior approval of the Scottish Education Department, even if they are straight replacements of departing lecturers. Colleges may find themselves short of essential staff because the civil servants wish to quibble over the grounds for appointing them. Similarly, boards may find the Scottish Office refusing to accept proposals for changing promotion structures even when these accord with the agreed formula, and the money is available. Remote civil servants rather than the board actually trying to run the college decide on the junior management structure.

There are other examples of the Scottish Office undermining the autonomy of colleges of educa-

*'Colleges may find themselves short of essential staff because civil servants quibble over the grounds for appointing them'*

tion. Some have lost courses as part of a rationalization of provision initiated by the Scottish Education Department. The regulations now lay down conditions as to the size and composition of academic boards, but boards of governors still have to submit their proposals to the Scottish Education Department for its approval. Far from being independent bodies, the boards of governors of the colleges of education have become functionaries of the Scottish Office, while the academic staff have been increasingly deprived of the involvement in policy making which they once enjoyed.

There may be a lesson in all this for any English school or college which envisages opting-out of the state sector as a means of achieving independence. The dangers may outweigh the advantages. It might just turn out to be a case of out of the frying pan of local authority control into the fire of a Government determined to enforce its policies.

David Forbes is a lecturer at Grangie College of Education.



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# The truth behind Tricky Dick

Gillian Peele on a biography which redresses the balance in favour of America's most hated modern politician

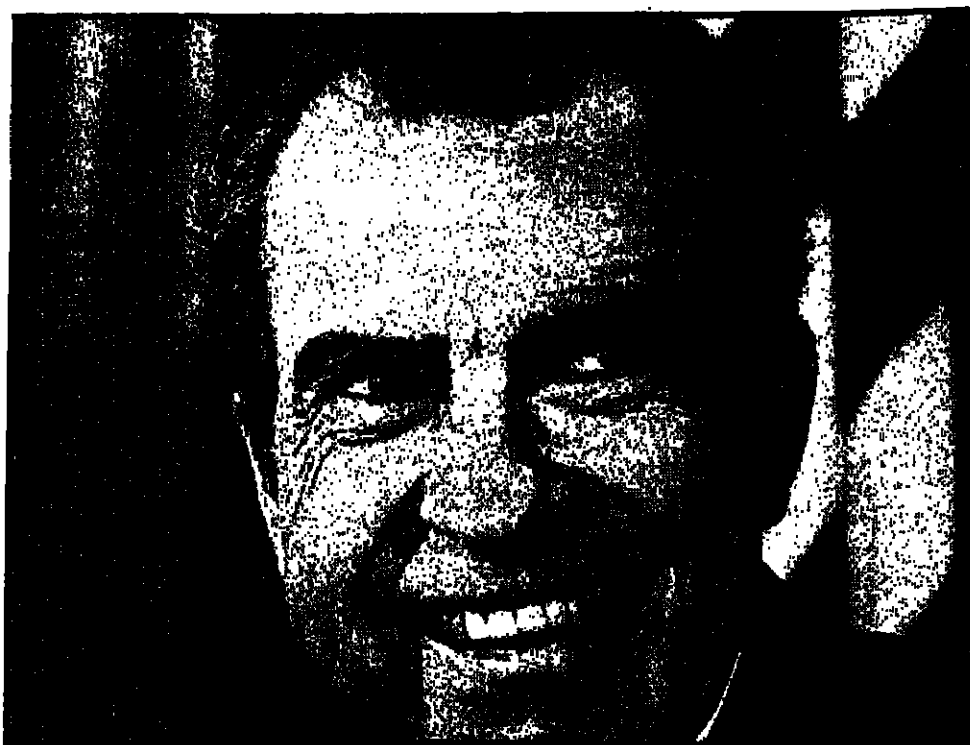
Nixon: The Education of a Politician 1913-1962. By Stephen E Ambrose. Simon and Schuster £16. 0 671 65438 1.

Richard Nixon must surely be modern America's most hated politician. Even before Watergate and even before his winning of the presidency, he was a deeply unloved personality. Not surprisingly, much of the writing about the man and his policies has been highly partisan. It is therefore valuable to have Stephen Ambrose's sober study which covers the early years of Nixon's career - from his birth to the unsuccessful bid for the Governorship of California in 1962. While this biography does not evade the issues of Nixon's personal motivations and character, it seeks to explain the conflicting elements in his complex psychology.

It would be tempting to seek the roots of Nixon's "up-tight" personality and intense ambition in his family background. Certainly, the poverty of Nixon's childhood in Yorba Linda, California was something which he later emphasized as he found himself in political competition with wealthy men such as John Kennedy and Nelson Rockefeller. Yet, as Ambrose points out, the Nixon family was not regarded as poor and, although not privileged, provided a stable, warm Quaker home. What was apparent from an early age, however, was Nixon's inability to make close personal friends or to trust anyone, as well as a certain shy seriousness and a capacity for hard work. The theme which emerges from the chapters dealing with Nixon's childhood and college days, first at Whittier and then at Duke Law School, is the contrast between the private and the public man: the humourless, driving individual who was awkward with people on a one-to-one basis (his classmates at Duke nicknamed him "Gloomy Gus") was transformed before an audience when Nixon could reveal his talents as an actor and debater. The emotion which he could not express in real life, he could display on the stage or the platform.

Political success came early. Following a spell in the navy (where Nixon became a skilled poker player and thereby acquired the money to launch his political career) Nixon got his first opportunity

America's most hated modern politician



to run for Congress at the age of thirty-three. In that 1946 campaign against Jerry Voorhis, as later in the 1950 senate campaign against Helen Douglas, Nixon displayed a ruthlessness and viciousness which his opponents were to see as the hallmark of his political style. In both campaigns Nixon was able to smear his opponents by suggesting that they were supported by or sympathetic to Communists. In both campaigns he indulged in "the knowingly false slur, the outright lie" and the "outrageous innuendo" and, while Nixon succeeded in reaching the Senate at the age of thirty-eight he came there with the label "Tricky Dick" around his neck.

The Communist fears which Nixon exploited so deftly in his electoral campaigns had also helped

him gain a national reputation when in 1948 he used his position on the House Un-American Activities Committee to expose Alger Hiss's espionage. This affair, which divided the United States as the Dreyfus affair once divided France, to some extent explains the bitterness towards Nixon in liberal circles and Nixon himself attributed much of the animosity towards him to the fall-out from the case. However, the episode made him one of the Republican Party's greatest assets and, after only two years in the Senate, he was selected as Eisenhower's running-mate in 1952.

The relationship between Eisenhower and Nixon forms an intriguing part of the saga told by Ambrose (who has already written a fine biog-

raphy of Ike.) Eisenhower wanted to play the statesman - the soldier above party politics. Nixon's role was to be the bruiser who went into the mire of routine campaigning. Eisenhower never really seemed to warm to Nixon even though he needed his skills. When Nixon's place on the 1952 campaign ticket was in doubt because of an accusation of corruption, Eisenhower was slow to express his confidence in his running-mate, just as he was slow to back Nixon for the vice-presidential slot in 1956 and lukewarm in his endorsement of him in 1960.

The vice-presidency is one of the American political system's most thankless tasks. Nixon, like all other vice-presidents, tried to make it a real job but there were always barriers to carving out a position of real power and responsibility. Even in the realm of foreign policy - where Nixon did make a contribution by presenting the American case abroad and by his fact-finding trips - the State Department did not want to concede any of its turf to the Vice-President. Yet despite the frustration of the job, the years 1953-1960 saw Nixon developing qualities which would make him a serious candidate for the highest office. He handled the periods of Eisenhower's incapacity with tact and good judgement; he urged the moral necessity of promoting civil rights; he worked hard to keep the Republican Party organization in good shape. The ruthless campaigner became balanced by an informed statesman even if the balance was an uneasy one.

The loss of the 1960 presidential election to Kennedy prompts Ambrose to ask an intriguing question. What if Nixon had won and had started his presidency not in 1969 but 1961? He would have inherited in 1961 a country united with a strong economy not divided and weak as it was in 1969. He would have followed a president who was renowned for honesty and integrity rather than one who had himself laid the foundations of the "imperial" presidency. Above all, the men surrounding Nixon in 1961 were of a very different kind from the men who were to produce the corruption of 1968-74. How things worked out in practice in a Nixon presidency must await the second volume of this biography. It is to be hoped that the wait will not be a long one.

## Painting with papers

Audrey Laski talks to Eric Carle

The Inner London Education Authority once published a set of video-recordings called *Becoming a Reader*; almost the first moment in it is the sight of a five-year-old girl at the very beginning of the process, playing back to her teacher the dearly loved history of *The Very Hungry Caterpillar* as her finger follows the brilliant, splashy pictures of the caterpillar working its way through an amazing menu to the moment when, recovered from stomach-ache, it emerges as a beautiful butterfly. Told about this, Eric Carle, who looks a little like a silver teddy-bear, is touched and bewildered as he has been again and again by the universal love inspired by his second picture book.

While teachers notice the powerful cognitive educational features like the sense of sequencing and the ritualized appearance of the days of the week, he suspects that the appeal for children may be to do with the "subtext" about the possibilities of life, and with the tactile experience as he says, we talk about "grasping an idea" and *The Very Hungry Caterpillar* enables a child to do this, as with its embossed web, does *The Very Busy Spider*. What Eric Carle is sure of is the importance of the "emotional" experience his books provide; he believes that "small children are capable of an enormous range of feelings" and is much more concerned with the support his books can give to those than with their more often recognized cognitive features. "If it is no accident that the dustjacket of *Papa, Please Get the Moon for Me*, published earlier this year," says more about the transmission of Mother's father's will, Ingness to climb up to the moon after Papa.

than about the technical ingenuity of the unfolding pages.

Thus, his new book, *The Tiny Seed*, while it does not tackle as many aspects of learning as, say, *The Bad Tempered Ladybird*, is designed to work at greater depth. *Ladybird* at the most obvious level teaches the hours of the day, the comparative sizes of a series of creatures, and that it is more productive to be good-tempered than bad-tempered; less obviously, it introduces the pleasures of alliteration and, for the really alert child, the notion of the sun's apparent passage through the sky. *The Tiny Seed*, with its simple narrative of the single seed which survives a long and hazardous journey to produce a plant flower and, eventually, many more tiny seeds, seems on the surface to teach only the principles of seed transmission and germination and the single distinction of "tiny" from "giant". But, as Eric Carle says, it carries an "awesome message" about the extravagance of nature, the difficulty of survival and the promise of continuity.

"Like all his most popular books," its stunning pictures are collages of coloured paper and other fabrics, painted in rich and subtle colours and cut out in simple shapes: "they're my palette - I really paint with papers." It's a method which pleases him because children recognize that they can use it too. He experiments continually to find ways "to make it more interesting... to get a new texture" sometimes, like the stippled endpapers of *The Tiny Seed*, this new texture is the result of a happy accident, a brush shaken out over waste paper; the creative eye spotted something worth keeping.

interesting since he was 40. As a child, he had just begun to appreciate a good American infant school - "large paper, colours, enjoyment" - when, at the age of six, he was moved to Germany and an education involving "small paper, hard pencils, the sense that you had to get it right". Returned to America, he pursued a career in advertising until his mid-thirties, and did not consciously think about children's books, even when his own son and daughter were small. But when he became a freelance illustrator, he started noticing how bad most of the children's books he saw were, and experimenting with "ways to make it more interesting". Fortunately, these experiments, undertaken at first without thought of publication, came to the notice of an inspired editor, Anne Beneduce, who got his first book, *One, Two, Three, to the Zoo!* published; *The Very Hungry Caterpillar* followed, and his true career was established.

He speaks with particular tenderness of one of his smallest books, whose only words are the five which make up its title: *Will you be My Friend?* "I took only a couple of days to devise and draw it," he says, "and it has been a success ever since." Like so many of his books, it strikes an adult immediately with the wit and charm of the pictures and the way they draw a child inevitably in the right direction through the book. But for him, and probably for all the children who respond to it, what matters is the theme of friendship; he has never forgotten the depth of feeling associated with being separated from his best friend at the age of six.

On the way is a new book, *It's Time to Move, said Hermit Crab*, which will dramatize the process of growth and change that is the very stuff of a child's life. I expect, when I see it, that my first reactions will be to do with a strong and engaging surface. But now that I have met Eric Carle, I shall know to look below that surface to the emotional element within.

*The Tiny Seed* is published by Andersen and is available in paperback for £2.95 (hbk £4.95).

## Detail to revel in

The Precariously Privileged: A Professional Family in Victorian London. By Suzanne Shonfield. Oxford University Press £17.50. 0 19 21265 7.

Something sensational to read on the toilet? Face Wilde, what can be more sensational than the diary of a Victorian Miss Nobody (Wilde's very point, of course)? For over two decades, from 1870 onwards when she was 15, and covering 80,000 closely-written pages in 22 volumes, a certain Miss Jeannette Marshall recorded her life, in surely intolerable detail, and with no particular distinction of style or character. Twenty-two volumes doesn't ask us to read. She has taken on the burden for us. She has the wit, even, not to bother us with many quotations. What she has come up with is an original work using the diaries as a basis, showing us the day to day life of a particular person from a particular class in a particular time. Without their load of detail the diaries would have been distinguished, hence atypical, they would for her particular purpose have been largely invalidated. We have, mercifully, short. Ms Shonfield has worked as an anthropologist travelling in time, her reading substituting for fieldwork.

Jeannette's father was a surgeon, originally from Ely, and somewhat slow to reach the top partly because he associated himself with liberal causes and had bohemian connections. The family lived, when the diaries begin, in Savile Row, taken over by tailors, we learn, only when the medical men moved out as their leases expired. We learn so much. Which routes were safe for respectable women, for example, was compared to Tolstoy. But when he died in 1976, he had already begun the journey to that literary obscurity from where few travel return. Whether Hughes will return, Richard Poole's biography and critical study will help us to decide.

Poole is tutor in literature at Coleg Harlech and was a neighbour and friend to Hughes. He is particularly interesting in relating Hughes' work to the development of his character and to the changing circumstances of his life.

It comes as a surprise to learn that Hughes was educated at Charterhouse and Oxford. What's more he was head of school. He was uncomfortable with the gentility of his upbringing and work occasionally in the dark corners of second-hand bookshops. Like soiled tombstones, these volumes do not detain us.

Richard Hughes' novels detain anyone in 100 years time? It is not an idle question. In his lifetime two of his novels, *High Wind in Jamaica* and *The Fox in the Arctic*, enjoyed much critical acclaim. Not everyone agreed but with *High Wind in Jamaica* he became a famous novelist at the first time of asking. Thirty-two years later he published *The Fox in the Arctic* and this time the praise was universal. Hughes

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Second World War and never finished. The first volume, *The Fox in the Arctic*, took him six years to write; the second, *The Wooden Shepherdess*, took him twelve. He lost not only his audience but also the narrative drive. *The Fox in the Arctic* is a beautifully written, absorbing novel in which 20th-century history and fiction are most successfully interwoven. *The Wooden Shepherdess* is as wooden as its title. The history and fiction are awkward in one another's company. The narrative lacks not only drive but credibility.

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artistic people went into fits" over the new Morris-style wallpaper in the drawing room. There is detail to revel in - her allowance, her attitude to "furriners", to Rossetti ("rather short, stout, greasy and spectacled"), that father was called to the bedside of the dying Lizzie Siddal. And slang - rain gave her "the dismals". And how she reacted when a mere clerk in the counting house opposite not only ogled but actually wrote.

The main thread of plot is provided by Jeannette's husband-hunting. The more important flirtations begin on holiday, in Swiss Alpine resorts, conditions there being especially favourable, and whether or not she finally lands a husband affords a fair measure of suspense even, especially as Ms Shonfield cleverly avoids hindsight as the story unfolds. Future events don't colour Jeannette's consciousness as the story unfolds. Future events don't colour Jeannette's consciousness as the story unfolds. Future events don't colour Jeannette's consciousness as the story unfolds.

Ms Shonfield finds great emotional sympathy for this heroine, the spring of which is hinted at in the title. Father is essentially the uprooted provincial, and the family uneasy about where it belongs - the children's assumptions of superiority and self-sufficiency, the lack of warmth in family relationships, even the pressure to achieve, which partly accounts for the mental instability of one of the sons, are all part of the complex, not merely provincials-on-the-move, but also of immigrants. It cannot be beside the point entirely that Ms Shonfield was not herself born in England, and that the writing of this book might have been cathartic could certainly go some way to explaining its concentration and compelling quality.

Monty Haltrecht



A "Chacmol" figure at the Temple of the Warriors, Chichén Itzá. From the fourth, fully revised edition of Michael D Coe's authoritative study of The Maya (Thames and Hudson £5.95).

## PAPER BACKS

Winner of the American Book Award for First Fiction, *The Women of Brewster Place* by Gloria Naylor (Methuen £3.95. 0 413 14010 5) eloquently tells the interwoven stories of seven black women in a small-town ghetto community. Their lives, full of strength and optimism in the face of desolation, are the stuff of the American dream deferred. By contrast, the rich residential estate of Naylor's equally accomplished second novel, *Linden Hills* - a symbol that blacks can be just like whites - is indeed a nightmarish place. *Linden Hills* by Tiana Turner with Kurt Loder (Penguin £2.95. 0 14 008476 2). A variation on the rags-to-riches theme of showbiz autobiography, Tiana Turner's open-ended story, told from the height of her success as a raunchy 47-year-old rock star, is the ultimate lesson in how to survive life's knocks (the violence and infidelity of ex-husband Ike), age gracefully and find

spirituality in the midst of materialism. Nappy Edges by Ntozake Shange (Methuen £3.95. 0 413 15360 6). Post-playwright-novelist Shange swoops from lyricism to whimsy to funkiness in a style that as easily encompasses a love poem as a political statement, making the case for greater singularity among black writers ("we assume a musical solo is a personal statement; we think the poet is speaking for the world... a writer's first commitment is to the piece, itself. How the words fall & leap/or if they dawdle & sit down fannin themselves").

Stealing the Language: The Emergence of Women's Poetry in America by Alicia Suskin Ostriker (The Women's Press £6.95. 0 7043 4043 7). Although many American women poets have broken new ground in the past two decades they have been excluded from the "mainstream" even more than their male sisters. Ostriker sees in writers like Sylvia Plath, Anne Sexton, Audre Lorde, May Sarton and Margaret Atwood a female-rooted challenge that has significantly affected all poetry written in English.

Margaret Busby

## Loyal to a fault

Richard Hughes: Novelist. By Richard Poole. Poetry Wales Press £12.95. 0 907476 52 X.

Time is dismissive of all but a handful of novelists. The majority are soon forgotten though we come across their work occasionally in the dark corners of second-hand bookshops. Like soiled tombstones, these volumes do not detain us.

Richard Hughes' novels detain anyone in 100 years time? It is not an idle question. In his lifetime two of his novels, *High Wind in Jamaica* and *The Fox in the Arctic*, enjoyed much critical acclaim. Not everyone agreed but with *High Wind in Jamaica* he became a famous novelist at the first time of asking. Thirty-two years later he published *The Fox in the Arctic* and this time the praise was universal. Hughes

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## THE TIMES



## Gliterary prizes

Like gamekeepers fattening birds for the shooting season, Britain's top publishing houses stuff their autumn catalogues with Booker Prize nominees. Starting next week on *The Times* books page, Victoria Glendinning examines the contenders - including the quartet depicted (clockwise from top left) above: J.G. Ballard, Ian McEwan, Peter Ackroyd and Iris Murdoch.

THE TIMES  
The world's most famous newspaper (25p)





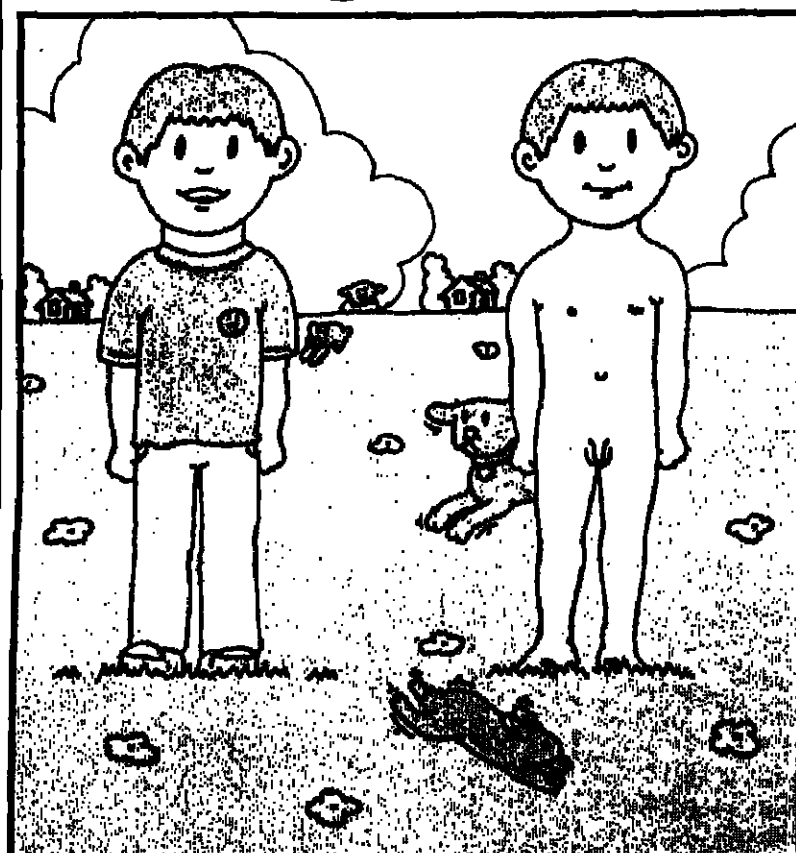






'A children's schedule which perfectly mirrors what Channel 4 is all about'  
Hugh David reports on programming for younger viewers

## Children's half-hour



Clockwise from left: 'Body Book', 'Pob's Playtime' and 'Hand in Hand'

Major changes at its Charlotte Street headquarters mean that children's programmes will have a regular slot, for the first time, on Channel 4 from next month.

Until now, they have been the responsibility of Naomi Sargent, commissioning editor for educational programmes, and shows like *Pob's Playtime*, *Chip's Comic* and *Abra Cadabra* have had to take their chance as part of a "strand" which also boasts series as disparate as *The Wine Programme* and that argumentative television history of Wales, *The Dragon Has Two Tongues*. Now, with the departure of Naomi Sargent's deputy Sue Crockett, children's programming has been hived off in the general direction of Features where it will be looked after by newcomer Rosemary Shepherd who takes up her new post next week. She describes their new plans as "a children's schedule, which perfectly mirrors what Channel 4 is all about."

The new "children's half-hour" which will be going out on weekday lunchtimes from September 21 simply

fulfil Jeremy Isaacs's dictum that Channel 4 should be "for all of the people some of the time". Currently aimed at the pre-school age group - although there are plans to expand upwards in the future - it is varied in both form and content. Something at least of the package should appeal to just about every under-five, and go some way at least towards increasing Channel 4's share of the child audience. No figures are available for the pre-school age group, but a bare 6 per cent of four to 15-year-olds were watching the channel last year - a lower percentage than in any other age group.

Each of the new lunchtime slots has its own special flavour. Mondays see *Pob*, the magic puppet whose Sunday lunchtime shows have been one of Channel 4's biggest successes with children. In his own show, *Pob's Playtime*, and then there's a new series of five-minute films based on Claire Ryder's *Body Book*. Using live action, animated sequences and songs, *Body Book* aims to give the youngest children an insight into the workings of

their own bodies.

There is more animation on Tuesdays with the arrival on Channel 4 of *Dangermouse* and the start of a series of classic stories. "Assuming that the fans of transatlantic animation are well catered for elsewhere on children's television," says Sue Crockett. "I've tried to find animated versions of stories children may possibly never read but which have endured for centuries. We've got *Gulliver's Travels*, *Robinson Crusoe* and a wonderful Czechoslovakian *Sindbad*."

Tuesdays also see groups of children from Central Television's Children's Drama Workshop in Nottingham making their debut as presenters. Wednesdays will be specially aimed at deaf and hearing-impaired children, with a repeat showing of *Hand in Hand*. "It is minority programming that remains accessible to the majority," explains Rosemary Shepherd. "Pob returns on Thursday to 'wrap' a series of old favourite programmes including *Ragdoll Anna*, *Moosehops* and *Rebecca*, while Fridays bring an

interesting experiment in home-school liaison. *Start Here*, a series introducing basic science, is being repeated principally for schools to record and use.

It makes a fitting end to the week for, as is only right, Channel 4's children's programming has a different feel to it from that offered by the major channels. The criticism will surely be raised that it is worthy and generally rather serious-minded, designed to appeal to viewers in the ABC1 socioeconomic group traditionally regarded as Channel 4's natural constituency. But Sue Crockett is unabashed. "Sure, mostly it is good, right-on stuff," she says, "the best philosophy of Channel 4 adapted for children. But that's nothing to be ashamed of."

Rosemary Shepherd, whose responsibility it will all be from next week is equally unrepentant. "As I see it, we have a commitment to do children's programming properly. Quite frankly I'm not interested in filling up hours with cheap buy-ins. We've got to put what little money we have where the need is."

## The valley of shadow

Bob Catterall previews a compelling series on African liberation

No Easy Walk  
Channel 4, Saturdays 7.30 pm

*No Easy Walk*, the new documentary series on free African liberation struggles, raises once again questions about whether colonialism was evil and whether violence was necessary if independence was to be achieved. It shows that these questions cannot be dismissed as once fashionable matters that are no longer relevant.

The series takes its theme from a 1933 statement of Nelson Mandela, who was himself quoting from Jawaharlal Nehru: "There is no easy walk over to freedom anywhere, and many of us will have to pass through the valley of shadow again and again before we reach the mountain tops of our desire."

The investigation of the theme begins in a country of immense symbolic resonance, Ethiopia, watched by the second river of Eden, spiritual home of the Rastafarians, and currently a focus for famine relief and political criticism. This programme (August 29) seeks to explore the larger patterns to which these symbolic reference points need to be related. In doing so, its main narrative line is from the defeat of the



Italian army in 1896 to the setting up in 1963 of the Organization for African Unity.

An important emphasis is given to the liberation struggles against Mussolini's occupation of Ethiopia that formed a prelude to World War II. As in the subsequent programmes, there is no attempt to present a picture of a totally united national experience. Support of the struggle against Italy, for example, their alarm about Italy

Selassie "abandoning" them to live in Britain. Yet this is not done at the expense of giving due recognition to the significance of the resistance.

To some the use of the photograph of a small child wearing a gun-belt standing side by side with his armed father might be dismissed as an example of radical chic. But in context, the "Black Lions" as these resistance fighters were known, that symbol of pride and resistance

at a time when Ethiopia's independence had once again "passed through the valley of shadow".

The remaining programmes show Kenya and Zimbabwe emerging from that valley of shadow. The evils of colonialism are shown to be in need not just of revisionism but at times of a first visit, particularly in the case of Zimbabwe where the material on the use and effects of napalm by government forces in the late Seventies has until now not received adequate attention. Here, as elsewhere, the programmes use a variety of archive material, newsreels, photographs and reports, as well as interviews with participants and commentators.

*No Easy Walk* makes compelling viewing. Its presentation and examination of the evidence is an important contribution to contemporary history and political understanding.

Programme notes are available from No Easy Walk PO Box 400, London, Glasgow or Belfast. The title music is the series "No Easy Walk to Freedom". It is on LRT distributed by PRT. Video cassettes are available from Acacia.

A preview of the new series of *How We Used to Live*, ITV Schools' popular history programme, can be seen this week on Sunday August 30, 10.30 am and Thursday September 3, at 11.30 pm on ITV.

The programme, which started looking at the Brady family in late Victorian times, has now caught up with its own beginnings. The new series, which starts on Channel 4, September 15, deals with the years 1954 to 1970. The first episode of the



More than 40,000 pupils have now benefited from the "delicate blend of tradition and innovation" offered by the Tibetan schools, but their future is now uncertain.



Thirst for knowledge: basic amenities at the Tibetan Day School are primitive (above), but the garden provides extra classroom space for the infants (right)



## Mountain refugees

Orde Eliason and Karl French on schools for Tibetan exiles in India

In 1959, following the Chinese invasion of their country, 80,000 Tibetans fled to seek political asylum in India. Naturally this new home was considered a temporary one - it still is 28 years later - so it was vital for these refugees to maintain their own identity in preparation for their return to cultural and political autonomy. The Dalai Lama, forming what was effectively a Tibetan government abroad, determined that their main initiative had to be the "education of our children and the rehabilitation of our people".

With this plan in mind, His Holiness appealed to Prime Minister Nehru in 1960 for his support in the establishment of an education programme for the exiled Tibetan children. The Indian leader's response was enthusiastic, and in 1961 he personally supervised the creation of the Tibetan Schools Society.

The new education system began humbly enough with the first school opening on March 3, 1960 at Mussoorie, catering for just 50 pupils. The agreement between the Dalai Lama and Prime Minister Nehru, however, ensured not only educational independence but also continuous government support. By 1986 more than 40,000

students had benefited from the new system.

There have always been critics of the style of teaching adopted within the schools: that the students are exposed too much to the cultural influences of their adopted, or perhaps foster, country. In fact the curriculum seems to be a rather delicate blend of tradition and innovation. The Tibetan leader himself saw the need for his people to keep abreast of all educational progress, so all the schools offer compulsory science alongside English, Hindi and Tibetan language, culture, history and religion.

Annually there are 15 scholarships from the schools - mainly to scientific colleges - and in all between 15 per cent and 20 per cent of school-leavers enter higher education at Institutes of the Arts, Medicine or Engineering. The remainder return to share their knowledge and experience with their communities.

The Tibetan schools aim to keep the young people in tune with their heritage for the time when they resume sovereignty of their own country. Their usefulness may prove to be as a means of gradual integration for the people as a whole into an alien country and a modern world.

Despite government support, the future of the Tibetan schools in India remains uncertain. Ugyen Tsering, the Principal of the Tibetan Day School in New Delhi, recently expressed his concern. As a first-wave refugee orphan of the Chinese invasion and a product of the system himself, he has seen the schools develop. But now he faces an imminent crisis.

His school contains around 100 pupils housed in five ill-equipped classrooms. Apart from official Indian funding, the school relies upon financial aid from other countries, specifically

Norway and Belgium. But now the money from Norway seems to be disappearing.

Recent tourists to the school's temple were so moved by the children that they contributed enough money to fund a new science block. But if further donations are not forthcoming this classroom is destined to remain unequipped.





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### Appointments vacant

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FIVE OAKS MIDDLE SCHOOL  
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Headteacher required January 1988 for one term, temporary for one term, permanent for one term. Salary £13,000. Closing date 18th September 1987.

Application forms available from and returnable to the Headmaster, 8 A.E. please. Bedfordshire is an Equal Opportunities Employer. (30244)

#### Secondary Education

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We pursue a policy of equal opportunities. Applications from people with disabilities are particularly welcome. Application form and details available from the Area Education Officer, 11-14 Comp. Mixed 550 on roll, Kingston upon Thames, Surrey, GU15 4JF. Tel: 0181 545 1111. Closing date 18th September 1987. (17497)

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See Display Advertisement under Special Education. (30416) 132120

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**KINGSTON UPON THAMES**  
ROYAL BOROUGH OF KINGSTON UPON THAMES  
SOUTHBOROUGH SCHOOL  
Hook Road, Surbiton, Surrey KT6 5AB  
Tel: 0181 391 4284  
No on roll: 110, 11-18, 78 in the 6th Form  
For early November 1987 (or as soon as possible thereafter) a teacher of CRAFT, DESIGN and TECHNOLOGY with AET is required. The school has seven workshops and three art rooms and both subjects are taught at all levels. The school is involved in TVET. The post is suitable for a new entrant. A salary of £13,000 is available. Please apply immediately in writing to the Headmaster at the school enclosing full curriculum vitae together and the names, addresses and telephone numbers of two referees. An Equal Opportunity Employer. (30175) 132128

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#### WILTSHIRE

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#### KINGSTON UPON THAMES

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Hook Road, Surbiton, Surrey KT6 5AB  
Tel: 0181 391 4284  
No on roll: 110 boys 11-18; 52 in the 6th Form  
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#### English

#### Heads of Department

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Tel: 0181 391 4284  
No on roll: 110 boys 11-18; 52 in the 6th Form  
Required as soon as possible a teacher of English Scale 1 in a school due to open in September. Temporary full time appointment for one year to cover secondment. Apply immediately by letter enclosing C.V. and names of two referees to the Headmaster. No closing date. An Equal Opportunity Employer. (30175) 132128

#### Scale 1 Posts

**BERKSHIRE**  
ROYAL COUNTY OF BERKSHIRE  
STAMMAM SECONDARY SCHOOL  
Church Lane, Wexham, Wiltshire SN4 4JF  
Tel: 01299 44533  
Required for September 1987 or as soon as possible a teacher of English Scale 1 in a school due to open in September. Temporary full time appointment for one year to cover secondment. Apply immediately by letter enclosing C.V. and names of two referees to the Headmaster. No closing date. An Equal Opportunity Employer. (17499) 132422

#### KINGSTON UPON THAMES

**ROYAL BOROUGH OF KINGSTON UPON THAMES**  
SOUTHBOROUGH SCHOOL  
Hook Road, Surbiton, Surrey KT6 5AB  
Tel: 0181 391 4284  
No on roll: 110 boys 11-18; 52 in the 6th Form  
Required as soon as possible a teacher of English Scale 1 in a school due to open in September. Temporary full time appointment for one year to cover secondment. Apply immediately by letter enclosing C.V. and names of two referees to the Headmaster. No closing date. An Equal Opportunity Employer. (30175) 132128

**REDBRIDGE**  
LONDON BOROUGH OF REDBRIDGE  
LOXFORD HIGH SCHOOL  
Loxford Lane, Ilford, Essex IG1 3UT  
Tel: 0202 8424353  
Headteacher: Mr. J. Barrow, B.Sc.  
Required for September 1987: Teacher of English and Drama (Scale 1) for this multi-cultural, 6 L.C. single-site comprehensive school which will be taking part in a new and exciting form venture in September 1987.

Opportunity to teach across the full age and ability range to GCSE, with possibility of 'A' level teaching. Please apply immediately in writing direct to the Headteacher at the school giving full details of qualifications and experience, and enclosing numbers of 2 professional referees. Closing date 11th September 1987. Please apply to the Headteacher by letter nominating two referees and enclosing a.c.v. for details. (30156) 132422

#### SURREY

**EDUCATION COMMITTEE**  
COLLINGWOOD SCHOOL  
Kingston Road, Camberley GU15 4AE  
12-18 mixed comprehensive  
Form required for September, a teacher of ENGLISH to assist in the school. This is an extremely lively and innovative department. In first instance by letter to the Headmaster. (30317) 132422

#### History

#### Scale 1 Posts

**CHESHIRE**  
EDUCATION COMMITTEE  
BISHOPHEERS COUNTY HIGH SCHOOL  
Malpas, Cheshire SY14 6JD  
Required as soon as possible a teacher of History to teach History to GCSE and A-level and to become fully involved in curriculum development in the Mathematics Department. A graduate to teach History to GCSE and A-level and to become fully involved in curriculum development in the Mathematics Department. Please apply in writing direct to the Headteacher at the school giving full details of qualifications and experience and the names, addresses and telephone numbers of 2 professional referees. Removal and relocation expenses up to £3,500 are payable in approved cases. London (17951) 130129 132422

**WAKEFIELD**  
METROPOLITAN DISTRICT COUNCIL  
EDUCATION DEPARTMENT  
NEW COLLEGE  
TEMPORARY MAIN GRADE TEACHER OF HISTORY  
27,598 - 213,299 (Oct '87 rates)  
A temporary Teacher of History/Politics to advance level is required urgently to commence duty in September 1987.

Applications are available from the Principal, New College, Park Lane, Huddersfield WF4 7JH. Completed forms should be returned as soon as possible. (30345) 130129

#### Mathematics

#### Scale 1 Posts

**REDBRIDGE**  
LONDON BOROUGH OF REDBRIDGE  
WANSTEAD HIGH SCHOOL  
Huddersfield Road, Huddersfield, London, Wansstead E11 1JH  
Tel: 089 3701/6031/8755  
Headteacher: Mr D.T. Challen, M.A.  
Required for: September 1987: Teacher of Mathematics for this mixed 11-18 comprehensive school with a sixth form of 110. Years 1-5 follow the SMILE course and related experience in this area would be welcomed. There is a strong commitment to a level teaching in the sixth form and successful candidates should preferably offer experience in CVA level work and become fully involved in curriculum development in the Mathematics Department. Please apply in writing direct to the Headteacher at the school giving full details of qualifications and experience and the names, addresses and telephone numbers of 2 professional referees. Removal and relocation expenses up to £3,500 are payable in approved cases. London (17951) 130129 132422

### Primary School Education

#### Headships

**BUCKINGHAMSHIRE**  
COUNTY COUNCIL  
An Equal Opportunity Employer.  
HIGH WYCOMBE CHURCH OF ENGLAND C.E. FIRST SCHOOL  
Oxley Lane, Oxley, High Wycombe, Bucks. HP12 3JL  
Tel: 0494 511512  
Required for January 1988 a Headteacher for this Group 4 First School. Application forms and further details available from the Area Education Officer, The Priory, High Wycombe, Bucks. HP12 3JL. Closing date 18th September 1987. (30358) 110010

**BUCKINGHAMSHIRE**  
COUNTY COUNCIL  
An Equal Opportunity Employer.  
HIGH WYCOMBE CHURCH OF ENGLAND C.E. FIRST SCHOOL  
Oxley Lane, Oxley, High Wycombe, Bucks. HP12 3JL  
Tel: 0494 511512  
Required for January 1988 a Headteacher for this Group 4 First School. Application forms and further details available from the Area Education Officer, The Priory, High Wycombe, Bucks. HP12 3JL. Closing date 18th September 1987. (30358) 110010

**BUCKINGHAMSHIRE**  
COUNTY COUNCIL  
An Equal Opportunity Employer.  
HIGH WYCOMBE CHURCH OF ENGLAND C.E. FIRST SCHOOL  
Oxley Lane, Oxley, High Wycombe, Bucks. HP12 3JL  
Tel: 0494 511512  
Required for January 1988 a Headteacher for this Group 4 First School. Application forms and further details available from the Area Education Officer, The Priory, High Wycombe, Bucks. HP12 3JL. Closing date 18th September 1987. (30358) 110010

**CALDERDALE**  
METROPOLITAN BOROUGH COUNCIL  
SACRAMENT C.E. (A) 1 & 2 SCHOOL  
Headteacher required January or Easter 1988 for this Group 2 school.  
Further details and application forms available from Area Education Officer, Southgate House, Wetherby, West Yorkshire LS23 7BQ.  
Application forms and details available from the Area Education Officer, Southgate House, Wetherby, West Yorkshire LS23 7BQ. Closing date 18th September 1987. (30358) 110010

**CUMBRIA**  
WABERTRAITHE CHURCH OF ENGLAND AIDED PRIMARY SCHOOL  
Wabertrai, Cumbria LA19 6VJ  
(Voluntary Aided, Mixed 4-11, Numbair on roll 44)  
Required for January 1988 a Headteacher for this Group 4 First School. Application forms and further details available from the Area Education Officer, 2 Portland Square, Carlisle CA1 1JH. Closing date 18th September 1987. (30358) 110010

**HAMPSHIRE**  
(PORTSMOUTH AREA)  
KINGSTON UPON THAMES  
11-14 Comp. Mixed 550 on roll  
Headteacher - GROUP 9  
We pursue a policy of equal opportunities. Applications from people with disabilities are particularly welcome. Application form and details available from the Area Education Officer, 11-14 Comp. Mixed 550 on roll, Kingston upon Thames, Surrey, GU15 4JF. Tel: 0181 545 1111. Closing date 18th September 1987. (17497)

**HAMPSHIRE**  
LANCASHIRE COUNTY COUNCIL  
Primary School  
Headteacher required January or Easter 1988 for this Group 2 school.  
Further details and application forms available from Area Education Officer, Southgate House, Wetherby, West Yorkshire LS23 7BQ.  
Application forms and details available from the Area Education Officer, Southgate House, Wetherby, West Yorkshire LS23 7BQ. Closing date 18th September 1987. (30358) 110010

**OXFORDSHIRE**  
COUNTY COUNCIL  
COWLEY ST. CHRISTOPHER'S CE FIRST SCHOOL  
Required for January 1988 a Headteacher for this Group 4 First School. Application forms and further details available from the Area Education Officer, 2 Portland Square, Carlisle CA1 1JH. Closing date 18th September 1987. (30358) 110010

**STOCKPORT**  
STOCKPORT C.E. FIRST SCHOOL  
Headteacher required January 1988 for this Group 4 First School. Application forms and further details available from the Area Education Officer, 2 Portland Square, Carlisle CA1 1JH. Closing date 18th September 1987. (30358) 110010

**STOCKPORT**  
STOCKPORT C.E. FIRST SCHOOL  
Headteacher required January 1988 for this Group 4 First School. Application forms and further details available from the Area Education Officer, 2 Portland Square, Carlisle CA1 1JH. Closing date 18th September 1987. (30358) 110010

#### Scale 2 Posts and above

**CHESHIRE**  
EDUCATION COMMITTEE  
ST BARNABAS C.E. PRIMARY SCHOOL  
Tel: Warrington 33606  
Required for January 1988.

**TEACHER - SCALE 2.**  
An experienced teacher for a very varied group of 100 children and to lead curriculum development in Mathematics and/or Science.  
Communicant member of the Church preferred.  
Application forms available from: District Education Officer, Priestley House, Warrington, Cheshire, WA1 1PH and returnable to the Head Teacher, St Barnabas C.E. Primary School, Collin Street, Warrington WA1 1PD.  
Please enclose a stamped addressed envelope.  
Closing date: 30th September 1987. 110090 (30368)

**WILTSHIRE**  
MOUNTFORD MANOR INFANTS SCHOOL  
Southwell Road, Winton SN3 2BZ  
Tel: 01299 44533  
Required for January 1988 a Headteacher for this Group 4 First School. Application forms and further details available from the Area Education Officer, 2 Portland Square, Carlisle CA1 1JH. Closing date 18th September 1987. (30358) 110010

**WILTSHIRE**  
MOUNTFORD MANOR INFANTS SCHOOL  
Southwell Road, Winton SN3 2BZ  
Tel: 01299 44533  
Required for January 1988 a Headteacher for this Group 4 First School. Application forms and further details available from the Area Education Officer, 2 Portland Square, Carlisle CA1 1JH. Closing date 18th September 1987. (30358) 110010

**WILTSHIRE**  
MOUNTFORD MANOR INFANTS SCHOOL  
Southwell Road, Winton SN3 2BZ  
Tel: 01299 44533  
Required for January 1988 a Headteacher for this Group 4 First School. Application forms and further details available from the Area Education Officer, 2 Portland Square, Carlisle CA1 1JH. Closing date 18th September 1987. (30358) 110010

### PRIMARY TEACHERS

SEPTEMBER 1987 AND JANUARY 1988  
NEWLY QUALIFIED OR EXPERIENCED

If you are well qualified, enthusiastic and looking for a post for September 1987 or January 1988, consider what Havering has to offer you.

Havering is a lively and caring education authority serving a population in an area that includes both town and country.

Havering seeks to appoint teachers who want to play an active role in the Education Service it provides. Havering offers excellent professional support for its teachers at all stages in their career including over 100 in-service courses each term.

Havering releases NEWLY QUALIFIED teachers from their teaching commitments for one morning or afternoon per week to enable them to receive special in-service training as part of the support provided for them by the Authority in their probationary period.

Havering has an Outdoor Pursuits Centre, with residential facilities, within its boundaries as well as over 40 parks and open spaces.

Havering is well placed on the edge of the Essex countryside and yet within easy reach of London and all its facilities to which there is easy access by public transport both road and rail.

London Weighting £795 per annum.  
Application forms are available (see please) from the Director of Educational Services (Ref: STAFFING/NO) Mercury House, Mercury Gardens, Romford RM1 3DR.

**Havering**  
Application forms are available (see please) from the Director of Educational Services (Ref: STAFFING/NO) Mercury House, Mercury Gardens, Romford RM1 3DR.

## Come and teach in Kent

Bring your teaching skills and experience to Kent. We are one of the Major Education Authorities in the Country and offer you the opportunities and support which a large and forward looking Authority can bring.

Currently we are making major changes within the Education Department which will improve the service we give parents, pupils, students and you, the teacher.

Reasonably priced accommodation can still be found in many areas of Kent and wherever you choose to live, you will be close to beautiful countryside and coastline. Excellent road, rail and other transport networks make for easy commuting within the county and ensure good access to London, the Coast and Europe.

For certain posts, where specified, generous relocation/disturbance allowances are available. Some temporary accommodation may also be available, particularly in Mid Kent.

For details of our current vacancies see our advertisements under the various classifications in this supplement (this map will be useful to identify the area in which the vacancy occurs).

Whether it be for promotion, your first teaching post or change of responsibilities and surroundings applications are invited from all suitable candidates.

We look forward to your application for any advertised post.

**KENT**  
County Council







Helens WA10 3DN within 14 days. (0342)



OVERSEAS POSTS continued

**ITALY**  
Qualified EFL Teacher Exp. and knowledge of Italian required from October.  
Send C.V. photo to: British Council, Via del Lavoro, 100, 00187 Roma, Italy.  
(0668) 46000

**ITALY**  
SOUTH ITALY  
Female teachers and assistants for English courses required from October.  
Write to express letter curriculum vitae, photo and phone number to: British Council, Via del Lavoro, 100, 00187 Roma, Italy.  
(0668) 46000

**LAS PALMAS**  
DIRECTOR OF STUDIES  
Required Sept/Oct. for busy, private language school in the Canary Islands.  
Applicants must hold the R.A. Dip. T.E.F.L. or equivalent with at least 3 yrs relevant experience. Some Spanish an advantage. Tel: (0286) 83749 46000 (17495)

**MONTE CARLO**  
Qualified teacher with teaching experience in the 7 to 13 year old age range required to supervise the education of an intelligent eight year old child. The successful applicant will receive an excellent salary and fringe benefits. The school is situated in a beautiful villa with an English family. Travelling with the family as necessary.  
Candidates should write with all relevant details to: Mrs. J. B. B. Groves, London NW8, (0148) 460000

**SAUDI ARABIA**  
WANTED FOR V.I.P. FAMILY IN SAUDI ARABIA  
Two primary teachers one of them having French Language to teach children in private home. Female, European, over 30 years without family ties. Excellent conditions and pay.  
Write to Mr. M. Almarie, 30, Grosvenor Terrace, London W8 3TP, (17458) 460000

**SPAIN**  
Teacher  
Junior Teacher required to teach Spanish class of 19/15 pupils in a small isolated village school. English children in South Tenerife. Contract on 8 months basis from 1st September 1987 - 24 June 1988: accommodation provided.  
Interviews can be arranged in Britain: contact Mrs. Lorna Shute, 36 Weymouth, Bridge Road, Gatton, Surrey, GU14 6JH, (074 62) 2801, (30595) 460000

**SPAIN**  
Qualified and Experienced EFL Teacher  
School in Madrid. Interviews will be held in London on 10th and 11th of September, 1987.  
Please send applications with full CV and photo to: Mrs. J. B. B. Groves, 30, Grosvenor Terrace, London W8 3TP, (17458) 460000

**SPAIN**  
Experienced EFL teachers required for Galicia, Spain, with knowledge of Spanish.  
Please send C.V. with photo to: Mrs. J. B. B. Groves, 30, Grosvenor Terrace, London W8 3TP, (17458) 460000

**SPAIN**  
INILINQUA REUS  
SCHOOL OF LANGUAGES IN SPAIN  
require teachers of English as a foreign language, commencing Sept/Oct. 1987.  
Tel: Fresco (0772) 700923, (30154) 460000

**SPAIN**  
Young English Teacher required to start in October.  
Send recent photo to: Mrs. J. B. B. Groves, 30, Grosvenor Terrace, London W8 3TP, (17458) 460000

**SPAIN**  
British School in Madrid urgently needs Mathematics teacher for Top Juniors and Secondary 1, 2 and 3. Dynamic, enthusiastic, 3-5 yrs experience. Should be able to help with Geography, Athletics, Football, etc.  
Send Express Post C.V. photo, address, Tel. No. and time to be called. Names and addresses of referees, if possible, to: Mrs. J. B. B. Groves, 30, Grosvenor Terrace, London W8 3TP, (17458) 460000

**SPAIN**  
EFL TEACHERS REQUIRED  
(For end of September)  
Must have teaching experience and good knowledge of Spanish.  
Please write and send photo and C.V. to: Mrs. J. B. B. Groves, 30, Grosvenor Terrace, London W8 3TP, (17458) 460000

**TURKEY**  
English Teacher School requires EFL teachers. Free accommodation. Send C.V. and photo to: Mrs. J. B. B. Groves, 30, Grosvenor Terrace, London W8 3TP, (17458) 460000

**USA RECRUITMENT**  
Tel: (01) 234 1234  
Send C.V. and photo to: Mrs. J. B. B. Groves, 30, Grosvenor Terrace, London W8 3TP, (17458) 460000

**WORK IN JAPAN**  
Individuals with a degree or experience in the following fields: engineering, electronics, pharmacy, dentistry, medicine, business management, etc. are invited to apply for a year in Japan to improve their Japanese language skills and gain experience in Japanese business and industry.  
Send C.V. and photo to: Mrs. J. B. B. Groves, 30, Grosvenor Terrace, London W8 3TP, (17458) 460000

**U.S.A.**  
SOCIAL THEORY AND COMPARATIVE HISTORY PROGRAM  
UNIVERSITY OF CALIFORNIA  
The University of California at Davis has begun developing an interdisciplinary program of research and teaching on Social Theory and Comparative History. We seek a scholar with a distinguished record of publication in historical and comparative research in the field of social theory. The appointment is at the senior level and is scheduled to begin in fall 1988. We expect this person to take an active role in shaping and further developing the program. Historians and social scientists are invited to apply. The appointment might be split between two departments and may entail responsibility for directing the program. We encourage applications from scholars with interests in large-scale social, political, economic, and cultural transformations.  
Applications that include, at this stage, a cover letter and vita are due by October 15, 1987. Please send applications to the Social Theory and Comparative History Program, University of California, Davis, CA 95616. The University of California is an Affirmative Action/Equal Opportunity Employer. (38072) 460000

Administration Local Education Authority

**LEICESTERSHIRE COUNTY COUNCIL**  
An Equal Opportunity Employer  
PRINCIPAL EDUCATION WELFARE OFFICER  
PO 361 £12,510 - £13,306  
This is a newly established post to lead and manage the restructured Education Welfare Service in the Authority.  
Applicants should have substantial relevant experience.  
Further details and application forms can be obtained from the Director of Education, County Hall, Leicester, LE1 7RH. Closing date 18th September 1987. (30586) 460000

**LISBON LANGUAGE SCHOOL**  
we have a vacancy for a qualified  
**T.E.F.L. TEACHER**  
for higher grades including Cambridge examination preparation, from October 1987.  
Please reply with C.V. to:  
Eurocenter  
AV. Dos Bons Amigos Nº 4 - 12  
2735 Cacerh  
Portugal  
0378

**St George's College**  
Quilmes, Buenos Aires, Argentina  
Is Argentina's leading, independent, coeducational boarding school. The Headmaster is a member of the HMC. The College requires for January 1988:  
**Head of Mathematics**  
**Head of Computing**  
**Mathematics Teacher**  
All posts are for three year renewable contracts. Benefits include: local salary, starting allowance, free furnished accommodation including all services, free food, medical scheme, contribution to UK superannuation, free education for children at St George's, air passage for member of staff and family at beginning and end of contract plus baggage allowance.  
Individuals interested in applying should send curriculum vitae and covering letter together with names, addresses and phone numbers of three referees by September 18th. Interviews will be held in England before the end of September.  
All applications and requests for further details should be addressed to: Mr G.R. Sims, Headmaster St George's College, c/o Yarm School, The Friarage, Yarm, Cleveland, TS15 9EJ; England (Tel: 0642 786023) 0378

**EDUCATION DEPARTMENT**  
**ASSISTANT PRINCIPAL CAREERS OFFICER**  
PO. 33 - 35 £12,510 - £13,312 (under review)  
Central management is to be strengthened by this new post based at County Hall which, with the P.O. and Deputy P.O., will form the Management Policy Team. The main responsibility will be to oversee the Y13 and employer liaison work; pupil work experience scheme; and co-ordinating the work of special needs, Information, and the unemployed.  
Essential car user allowance applies, and a car lease scheme is available.  
Further details and application form can be obtained from the County Education Officer, Room 3, County Hall, Marlborough Lane, Norwich NR1 2DL, or telephone Mrs. Daphne Lewis on Norwich 61122, ext. 5340.  
Closing date Friday 11th September 1987.  
**Norfolk County Council**

**ADMINISTRATION L.E.A. continued**  
**BUCKINGHAMSHIRE EDUCATION DEPARTMENT**  
An Equal Opportunity Employer  
CAREERS OFFICER  
AMERSHAM AREA OFFICE  
Salary: Scale 4/5/6 £12,659 - £13,647  
This is a newly established post to lead and manage the restructured Education Welfare Service in the Authority.  
Applicants should have substantial relevant experience.  
Further details and application forms can be obtained from the Director of Education, County Hall, Leighton Buzzard, Bedfordshire, MK43 0AA. Closing date 18th September 1987. (30586) 460000

**EDUCATION**  
**Education Officer**  
(FURTHER EDUCATION)  
SALARY: currently £21,609 - £25,458, rising to £22,098 - £26,034 from February 1988  
HOURS: 37 hours per week  
LOCATION: County Hall, Bedford.  
Applications are invited from suitably qualified and experienced candidates for this second tier post in the Education Department from 1st January 1988 or as soon as possible thereafter.  
The successful candidate will be responsible for overseeing all further and higher education in the County. This is a particularly demanding post with wide responsibilities across youth, adult and careers services in addition to provision in further and higher education colleges.  
Essential Car User: Car Loan Scheme. Approved removal expenses paid.  
**HOW TO APPLY:**  
Application form and further details available from D.R. Browning, CBE MA, Chief Education Officer, County Hall, Bedford MK42 9AA, or telephone Bedford 61223 extension 2185.  
CLOSING DATE: 21st September 1987.  
The Council is an equal opportunities employer, and welcomes applications from members of ethnic minority groups, disabled persons and all other sections of the community. 0374

**LONDON BOROUGH OF HAVERING EDUCATION DEPARTMENT**  
**SENIOR CAREERS OFFICER**  
(SPECIAL NEEDS)  
Grade: APTC Scale: 6/S.O.1  
Salary: £10,704 - £12,543p.a.  
A qualified and experienced Careers Officer is required with a dual responsibility for Special Needs work and promoting Equal Opportunities. Good organisational ability, enthusiasm and energy and a real interest in developing both areas of work are essential qualities.  
Further details and application forms available from the Director of Educational Services, Mersey House, Romford, Essex RM1 3DR (REF: Staffing LG/355). Tel: Romford 789999 ext. 4651.  
Closing date 11th September 1987. 0372

**HARROW LONDON BOROUGH OF EDUCATION DEPARTMENT**  
**CAREERS SERVICE**  
**CAREERS ADVISERS**  
REF E22.0.5/1/13/15  
Salary: Scale 6 £10,704 - £11,565 p.a. inclusive of £2,000 - £10,392 for students completing part 2 of the Diploma in Careers Guidance.  
Under a new management team, the Harrow Careers Service is changing and is looking for Career Advisers committed to all aspects of equal opportunities; to undertake the full range of Careers Service duties; working with Y13 Managing Agents and trainers, the unemployed, schools, colleges and employers.  
On the northwest outskirts of London, Harrow is an interesting area to work. Whilst famous for its public school, academic achievement and great spaces, it also has a 25% ethnic minority population and young people who are unemployed.  
A current driving licence is essential and we can offer a loan scheme for car purchase. Salary and benefits are subsidised to meet the needs of the unemployed.  
For an informal discussion about working in Harrow, Tel: Ann Rosenthal, Assistant Director of Education, County Hall, Harrow, on 01-865 5611, Ext. 2825.  
Application forms and further details are available from Helen Dwyer, Director of Personnel, PO Box 28, Civic Centre, Harrow, Middlesex, HA1 2UW, Tel: 01-865 5611, ext. 2514. (30519) 460000

**COUNTY EDUCATION DEPARTMENT CAREERS SERVICE**  
**Appointment of Careers Officer, Weymouth**  
(Based at Knightsdale Road, Weymouth)  
POST NUMBER CO206X  
This is a basic grade post and you will undertake the full range of duties expected of a Careers Officer working with Schools and industry.  
You should have received training approved by the Careers Service Committee of the Local Government Training Board, and be in possession of Part 1 of the Diploma in Careers Guidance.  
The commencing salary will be within the Scale 4/5/6 £7,968 by increments to £8,659 (max. Scale 4), £9,780 by increments to £9,864 (max. Scale 5) and £9,866 by increments to £10,847 (max. Scale 6). Newly qualified officers commence on Scale 4 with acceleration to Scale 5 after completing a post qualification probationary year, and then normal incremental progression to the maximum of Scale 6.  
Application forms returnable by 11th September 1987, and further details from County Education Officer (MD), County Hall, Dorchester, Dorset, DT1 1XJ. Tel: Dorchester (0305 204171) (Please quote post number) 0381

**Deputy Chief Education Officer**  
(TWO POSTS)  
Following a review the Authority has decided to appoint two posts immediately below that of the Chief Education Officer. One will carry responsibility for operation of services, the other for policy development and evaluation.  
The salaries are, subject to review, respectively £25,398 - £27,942 and £24,324 - £26,760.  
The closing date is 18 September. Preliminary interviews will be held on 24 September 1987 with final interviews on 8 October.  
Details available from: County Manpower Services Officer, County Hall, Exeter. Telephone: (0392) 273266 0392

**NEWHAM EDUCATION DEPARTMENT**  
Newham's Education Service is on the move. Community education is developing across the whole service; a review of provision for 16-19 year olds is underway and independent inquiry into achievement is in progress; the Community College has been established; a policy on the integration of pupils with special educational needs is being implemented.  
Other important policy initiatives include Equal Opportunities with regard to race and gender, the introduction of T.V.E.I. and G.R.I.S.T. and implementation of the results of a major survey of reading standards in primary schools.  
**PRINCIPAL EDUCATION ADVISER**  
£22,002 - £23,547 (Soulbury HT1)  
Pay award pending  
To be responsible to the Director of Education for the provision of an effective Education Advisory Service to the Council's 119 schools. The postholder will lead a team of 14 Advisers. The successful applicant will have extensive teaching and advisory experience including management experience. S/he will demonstrate the ability to make a major personal contribution to the developments outlined above, and to motivate others. Part of this ability will be an understanding of, and commitment to, providing equal opportunities for all in education.  
Ref No. ASC/448  
Interviews will take place on 22nd September.  
**GENERAL EDUCATION ADVISER (PRIMARY)**  
£17,000 - £20,862 p.a. Inc (Soulbury HT8/9)  
Pay award pending  
To play a major role in the borough-wide review and development of primary provision and to have direct pastoral responsibility for a number of primary schools.  
The successful applicant will have 10 years' teaching experience, including a substantial period as a successful Head Teacher (infant/junior). S/he will be an effective organiser and communicator and have experience of working in an inner city/multi-cultural area.  
Ref No. ASC/450  
Interviews will be held on 25th September.  
Further details and an application form for both posts are available from: The Chief Executive's Department, Personnel and Management Services Division, Town Hall, East Ham, London, E6 2RP or telephone: 01 471 0619 (24 hour answering service), please quote the appropriate ASC reference number.  
Closing date: 14th September 1987. 0394

**NEWHAM EDUCATION DEPARTMENT CAREERS SERVICE**  
**CAREERS OFFICER (MAIN GRADE) - LOUGHTON CAREERS OFFICE**  
Salary - Scale 5 £8,790 - £9,854 plus £333 inner fringe allowance. Post No. - CO824  
At Loughton we are looking for an enthusiastic Careers Officer who can be either experienced or a probationer. You will be joining a small motivated team and be involved in a full range of duties, concentrating on the 15-16 age group, with school and office responsibilities.  
Loughton is both close to London and rural areas and therefore can offer a wide spectrum of experience.  
Please call Sue Hillman on 01-608-4110/6683 if you would like to find out more about the job.  
**CAREERS OFFICER (MAIN GRADE) - HARLOW CAREERS OFFICE**  
Salary - Scale 5 £8,790 - £9,854 plus £225 outer fringe allowance. Post No. - CO816  
We are a friendly, enthusiastic team looking for a probationary or experienced Careers Officer to join us. We offer pleasant working conditions and the opportunity to get involved in a wide range of services to young people, parents and employers.  
If you feel you would like to find out more, then telephone Fiona Gosling, Senior Careers Officer, for informal details on Harlow (0278) 25383/25618.  
Closing Date: 11 September 1987.  
Driving licence would be an advantage.  
Generous relocation expenses are payable in approved cases.  
Application forms and further details available from (a.s.e. please) the County Education Officer (P), PO. Box 47, Thredneedle House, Market Road, CHELMSFORD, CM1 1LD. Telephone: Chelmsford (0245) 492211 Ext. 30255. 0373

**ESSEX County Council**  
**EDUCATION DEPARTMENT ASSISTANT DIRECTOR OF EDUCATION (SCHOOLS)**  
£15,567 - £16,773  
Applicants must be graduates, have had teaching experience and, preferably, administrative experience in an Education Department.  
The post carries particular responsibility for children and students with special educational needs, but it is expected that the Assistant Director of Education (Schools) will make a wider contribution to the Schools Branch as a member of the Senior Officers' team.  
Application forms and further particulars may be obtained from The Director of Education, P.O. Box 101, Town Hall and Civic Centre, Sunderland, SR2 7DN, Telephone (081) 5676161, Ext. 2226, to be returned by 21st September, 1987.  
**borough of sunderland**  
This council is an equal opportunity employer.

**Posts Overseas**  
**Malaysia**  
Specialist in ESP, Language Institute, Kuala Lumpur  
Duties: teaching on in-service courses; researching and advising on ELT methods and syllabuses; assisting the Ministry of Education in the training of English Language teachers on a regional and/or national basis.  
Qualifications: UK citizens with a British educational background; aged between 35-40; first degree, PGCE and MA in TESL/TEFL/ Applied Linguistics; substantial experience of in-service teacher training overseas; experience of evaluation and interest in action research.  
Salary: £12,408 - £15,000 p.a.  
Overseas allowances: £373 to £2,068 depending on salary level and marital status.  
Closing date: 18 September 1987.  
Reference: 87 K 48T

**Brazil**  
Two Teachers/Consultants, Sociedade Brasileira de Cultura Inglesa, Sao Paulo  
One post is in the Santos branch, the other in the Campinas branch  
Duties: to teach EFL for up to 24 periods per week to students preparing for PCE, CPE, Oxford and ARELS examinations. In addition; branch teacher training; materials preparation; drama ELT; student drama productions.  
Qualifications: a degree in English, Modern Languages or Linguistics plus PGCE TEFL or RSA Dip TEFL or other postgraduate TEFL qualification, and a minimum of 3 years' TEFL experience (preferably overseas).  
Salary: at present £28,345 per month (£28 75 - £1 on 1/7/87), rising regularly in line with inflation. An extra month's salary is paid in December.  
Qualifications: £100 annual allowance paid into sterling bank account after each year of service; rent allowance to cover full cost of furnished accommodation; airfares and baggage allowance.  
Contract: two-year contract with the SBCT from February 1988 or as soon as visa requirements allow.  
Closing date: 11 September 1987  
Reference: 87 D 96-96T

**Chile**  
An EFL teaching couple are required for the Instituto Chileno Britanico de Cultura, Santiago  
Duties: Post 1: to teach EFL with some ESP and EAP from elementary to CPE level for 25 contact hours a week; teacher training; administrative/extra-curricular examining duties.  
Qualifications: Post 1: degree or Cert Ed plus PGCE TEFL or Dip TEFL plus 5 years' TEFL experience preferably overseas; teacher training experience preferred; basic knowledge of Spanish also preferred.  
Salary: Post 1: £10,638 p.a.  
Benefits: overseas allowance; return fares for teacher and spouse; baggage allowance; accommodation; medical scheme; passage-paid leave; superannuation; employer's share of National Insurance.  
Contract: two-year contract starting mid-March 1988, renewable by mutual consent. The Institute would be delighted to offer local employment to an EFL qualified spouse. Duties are as follows:  
Duties Post 2: to teach EFL for up to 20 contact hours a week to adults from the general. English classes or teacher training course. The teacher would work a full-time 30 hour week; the remaining hours will include materials preparation or administration.  
Qualifications: Post 2: degree or Cert Ed plus PGCE TEFL or Dip TEFL plus 5 years' TEFL plus 3 years' TEFL experience. A basic knowledge of Spanish would also be preferred for this post.  
Salary: Post 2: Approximately £3,820 p.a. will be paid in sterling plus the peso equivalent of £3,820 paid locally. (Chilean pesos 360 = £1 on 1/5/87).  
Benefits: Post 2: will be covered by spouse's contract for airfares overseas allowance; baggage; accommodation; medical scheme.  
Contract: two-year local contract starting mid-March 1988.  
Closing date: 11 September 1987.  
Reference: 87 D 101-102T

**Hong Kong**  
English Teachers for Hong Kong  
The British Council is managing an exciting new English Language teaching project in Hong Kong.

**The British Council**



